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ABSTRACT

This handbook guides the tutor of adult literacy students in the use of newspapers to teach either basic reading or conversational English skills. The first part of the handbook, an outline of the general teaching approach, gives facts about newspapers and suggestions for preparing lessons using newspapers to teach reading and critical thinking skills. Adult performance level skills and content area goals are outlined and used throughout. Classroom activities recommended and discussed in this section include introducing the newspaper, the front page, the news or feature story and the elements of news writing, cartoons and comic strips, classified and display ads, opinion, social and community news, weather, pictures and charts, and sports. Suggestions are included for maintaining student interest. The second part of the handbook provides 36 sample lesson plans for specific topics based on items selected from newspapers of all sizes throughout North America. A bibliography, notes on tutoring approaches and techniques, and a lesson plan worksheet are appended. (MSE)

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Read All About It!!
Tutor Adults with Daily Newspaper

Tutor Handbook

V.K. Lawson
with Barbara J. MacDonald and Margaret Williams

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PREFACE

The newspaper is a natural tool for teaching basic reading skills and for introducing conversational English students to American culture and norms. This handbook is an outgrowth of a workshop designed to teach tutors of basic reading/conversational English the use of the newspaper as a part of their regular lessons.

In 1980, Literacy Volunteers of New York State submitted a funding proposal to the New York State Newspaper Foundation (Albany, NY) and the Gannett Foundation (Rochester, NY) to fund the development of a workshop to teach tutors to use the newspaper as an instructional tool. The proposal was approved by both foundations and work begun. Both foundations renewed their funding for a second year during which the workshop and its accompanying lesson plans, developed by the participating tutors, were field-tested throughout Literacy Volunteers of America programs in New York State.

The workshop was successful and the Gannett Foundation awarded Literacy Volunteers of America, Inc. (LVA) a $73,000 grant to produce and disseminate it nationally. Seeing the newspaper as an important source of information for all adults, the Gannett Foundation decided to encourage the use of the newspaper in this unique way as an expansion of its commitment to fight illiteracy.

On behalf of LVA, I would like to thank the Gannett Foundation, especially Eugene C. Dorsey, President, and Calvin Mayne, Vice President, Grants Administration, and the New York State Newspaper Foundation for their support; Judith Hines and Linda Skover of the American Newspaper Publishers Association for their comments and encouragement from the project's inception; Geri Mycio, former state director of LV New York State and Lucy Warren and Margaret Williams, former trainers for LV New York State, who developed the content of the workshop and its *Leader Handbook*.

The newspaper is ubiquitous. Everyone recognizes it as an indispensible source of information for the concerned, involved citizen. Even non-readers frequently carry a newspaper to appear literate. This tutor handbook is offered to take advantage of this natural motivation as well as to provide access to a real-life, inexpensive tutoring material.

Jinx Crouch
Executive Director
Literacy Volunteers of America, Inc.

We thank the following newspapers for their cooperation in providing the newspapers for the Sample Lesson Plans:

Argus-Leader, Sioux Falls, South Dakota
Atlanta Journal, Atlanta, Georgia
Baltimore Sun, Baltimore, Maryland
Boston Herald, Boston, Massachusetts
Buffalo Daily News, Buffalo, New York
Calgary Herald, Calgary, Alberta, Canada
Chicago Tribune, Chicago, Illinois
Columbus Dispatch, Columbus, Ohio
Courier Journal, Louisville, Kentucky
Dallas Morning News, Dallas, Texas
Dayton Daily News, Dayton, OH
Democrat and Chronicle, Rochester, New York
El Paso Times, El Paso, Texas
Globe and Mail, Toronto, Ontario, Canada
Idaho Stateman, Boise, Idaho
Journal Herald, Dayton, Ohio
Lansing State Journal, Lansing, Michigan
Marietta Times, Marietta, Ohio
News and Courier, Charleston, South Carolina
News Leader, Richmond, Virginia
The Phoenix Gazette, Phoenix, Arizona
Pittsburgh Press, Pittsburgh, Pennsylvania
San Francisco Examiner, San Francisco, California
Seattle Times, Seattle, Washington
Star Gazette, Elmira, New York
Sun, San Bernadino, California
Times Picayune, New Orleans, Louisiana
Today, Brevard, Florida
Tucson Citizen, Tuscon, Arizona
USA Today, Arlington, Virginia

The Authors

TO THE TUTOR

Handbook Organization

This handbook is designed to guide you as you learn by example how to use the newspaper to teach either basic reading or conversational English skills. It is divided into two sections:

Part One, The General Approach, gives facts about the newspaper and suggestions for preparing lessons using the newspaper to teach reading and critical thinking skills. These lessons will be structured around the Adult Performance Level (APL) Skills (Identification of Facts and Terms, Reading, Writing, Computation, Problem Solving) and the APL Content Areas (Community Resources, Occupational Knowledge, Consumer Economics, Health, Government & Law). We have added a category, American Social Customs, that we feel is needed by adults for successful living. This category is of special value to conversational English students.

Part Two, Sample Lesson Plans, offers many activities for using specific newspaper items (editorials, news and feature stories, advertisements, community calendars, indices, pictures, captions, headlines) in your lessons. The Sample Lesson Plans are based on items from newspapers from all over the United States and Canada and each is intended as a starting point for planning your own lesson. The Sample Lesson Plans are categorized by the APL Content Areas.

Why the Newspaper?

There are some very straightforward reasons for using the newspaper to tutor adults:

1. The newspaper is a source of information that can be of immediate use to your student.
2. The newspaper is a status symbol, a sign that the person carrying it can read.
3. The newspaper is available, timely and inexpensive.
4. The newspaper gives a picture of current American life. It provides a forum for discussing views of that life.
5. The newspaper has different sections—it contains something of interest to everyone.
6. Most newspaper selections are short. Much information is contained within a manageable format.

We see the newspaper as a uniquely suitable tool for teaching adults the listening, speaking, reading, writing and thinking skills that they come to us to learn.

You have a two-fold purpose in using the newspaper in your lessons:

1. To teach reading skills (Basic Reading) or familiarize students with American values and culture (Conversational English).
2. To encourage students to use the newspaper as a source of information—to become habitual readers of the newspaper.

Sometimes your activities will focus on one of these points, sometimes on the other. Because reading, information-gathering, and evaluating skills are not isolated from each other, even when the focus is on only one point, the other points will be indirectly reinforced. So don't worry about fitting the different goals into each lesson. Focus on your student's reading and informational needs, be familiar with the APL Goals and Skills listed on page 2 and plan to work on a few skills at each lesson. The repetition of exercise and activities through a series of lessons will lead naturally to the learning of any given skill—be it listening, reading, writing, or information-gathering and evaluating (thinking).

Characteristics of the Adult Learner

In planning your lessons, keep in mind the characteristics of the adult learner:

Adults generally:

- are embarrassed by their illiteracy.
- view themselves as responsible, self-directed, independent
- feel threatened by formal tests.
- resent being treated like children.
- learn best in informal settings.
- want realistic methods and lessons.
- prefer to make their own decisions.
- are motivated by goals.
- are sensitive to criticism.
- are experienced.
- have uneven skill development.

Of course, not all these characteristics apply to all learners, but checking your own student's experience and expectations against them will help you set the atmosphere and content of your lessons.

GENERAL APPROACH

Lesson Planning

APL Content Area Goals and Skills

The modified APL Content Area Goals and the APL Skills listed here are offered as a guide to developing lessons which will cover your basic reading/conversational English student's needs. The original listings were developed by Norveil Northcutt in 1975 at the University of Texas, based on research into the basic informational needs of adults. Read through them with your student(s) in mind. They will provide a framework for your reading/conversational English lessons. Because they have immediate application to your student's life, lessons focusing on these goals and skills will provide strong motivation.

APL Content Area Goals

OCCUPATIONAL KNOWLEDGE: To develop knowledge about occupations that will enable individuals to secure employment that fits their particular needs, skills and interests.

CONSUMER ECONOMICS: To know how to manage a family economy and to demonstrate an understanding of sound purchasing practices.

COMMUNITY RESOURCES: To understand how individuals use community resources (including recreation, information and transportation systems) to achieve a more satisfactory way of life.

GOVERNMENT AND LAW: To understand how the structures of government and the functions of the legal system delineate rights and obligations.

HEALTH: To understand the principles and practices that lead to good mental and physical health.

AMERICAN SOCIAL CUSTOMS: To understand the variety of social customs in the United States and to locate the related information in the newspaper.

APL Skills

IDENTIFICATION OF FACTS AND TERMS: The ability to recognize or recall important facts and terms typically used in the APL content areas.

READING: The ability to read a brief item (article, advertisement, comic, classified ad, index) in a given content area, being able to answer questions that probe his/her understanding of the written material. In some cases the student may find the material states the correct answer; in others, he/she must interpret what was read and translate it into other words.

WRITING: The ability to write for everyday living—making lists, filling out forms, writing notes, letters, and addressing envelopes.

COMPUTATION: The ability to understand specific numerical quantities (time, money, weight, calories, numbers) in order to arrive at appropriate solutions by doing the correct computations.

PROBLEM-SOLVING: The ability to select appropriate solutions to the kinds of problems faced in everyday life - what agency or organization to turn to for help with certain problems? What procedures or tactics are appropriate for given situations?

The APL Goals and Skills given above provide a check list for organizing the material you want your student to learn. Using it will help you make your lessons relevant to your student's everyday life and needs. These goals and skills can also trigger ideas for activities and ways to introduce and practice skills. They can add the very necessary ingredient of motivation to each lesson.

Sequence of Natural Language Development

Another sequence of skills which will prove helpful as you plan your lessons is the *Sequence of Natural Language Development* listed below:

1. Experience
2. Listening
3. Speaking
4. Reading
5. Writing

You will go through this sequence in each lesson to the extent that it is appropriate for your basic reading/conversational English student. For instance, a beginning conversational English student will do activities which will 1. introduce/develop experience, 2. develop listening skills and 3. provide practice in speaking skills, but may not be involved in 4. reading, or 5. writing; whereas a basic reading student may do activities in the sequence up to and including reading but might not be ready for writing. Adjust activities to your student's skill level.

Three-Step Lesson Plans

Once you have some idea of your student's interests and needs [see chapters on goals and lesson plans, *TUTOR* (basic reading), and *I Speak English* (conversational English)] you can use the following three-step lesson planning process based on the sequence of natural language development for planning your lessons.

The steps are to design activities for:

1. Experiential Learning
2. New Learning
3. Applied or Independent Student Learning

In the first step, Experiential Learning, you create new, or enlarge upon existing, experience by discussing and relating the topic of the newspaper item to your student's experiences. You do this by introducing the topic, explaining the content if necessary, and asking open-ended questions (ones which cannot be answered by "yes" or "no", but need a full statement.) This directed-discussion strategy helps you find out your student's interests and the extent of his/her knowledge.

The activities of the Experiential step explain the topic and put it into a meaningful context for the student, allowing the progress from familiar knowledge to new knowledge. The number and complexity of the questions you bring up depends on your student's skill level. These questions will form a framework for the New Learning step of the lesson planning process.

In the second step of your lesson plan, New Learning, you present the specific information and the listening, speaking, reading and writing skills needed by your student. These skills are, of course, the balance of the skills in the sequence of natural language development.

In your lesson plan, note which words you are going to teach as *Listening Vocabulary*, sight words, as words in pattern, or use for phonics drill. (See Appendix: Tutoring Approaches and Techniques). Also note which activities you will use to develop awareness of American cultural customs, to develop information gathering and evaluation skills, to develop sequencing skills, and introduction or practice of any other skills.

The third step is the *Applied* learning, or independent student activities. These activities send your student to a current edition of the newspaper to practice the skill(s) introduced during the lesson.

In addition to independent activities related to the newspaper, students should be asked to do things which apply to the content of the item on which they worked. For example, you could ask your student to make a list of things he/she wants to read about in the newspaper, or make a shopping list after studying grocery coupons. It is at this point that the APL Goals are extremely helpful in planning practical, real-life exercises.

Implementing the Lesson Plan

Before you begin your lessons, ask your student what he/she is interested in reading about, and use this to guide your lessons.

Focus on one article at a time in the paper. Remember you are dealing with a lot of print—much of it meaningless to your student. You will need to help your student sort it out. One way of helping your student to focus on the item you want to use is to draw a red line with a felt-tipped pen around the item. Do *not* cut the item out of the newspaper unless it is absolutely necessary. You want to use all your student's senses in reinforcing the use of the newspaper. You could use just one page that the article appears on to fold the newspaper into quarters to make it a manageable size.

If you are tutoring a very low-skill level reading/conversational English student, limit your lessons to discussing the first paragraph (the lead) of a story, a picture and its caption, headlines, or display ads. These usually contain the answers to *Who?, What?, When?, Where?,* and *How?* (The 5w's and H).

Because the reading level of much of the newspaper will be beyond the abilities of your beginning reading/conversational English student, you will read the item to your student. He/she will practice listening skills looking for the answers to the two or three questions you have asked during step one of your lesson.

After reading the item, discuss the questions and introduce the listening vocabulary words which either you believe your student needs to know the meaning of or that your student has indicated that he/she wants to know the meaning of. Words to be taught as part of a listening vocabulary are those which are necessary to understand the article but are *not* necessary for the student to be able to read at this time. They might be very specialized words which will not come up in reading often enough to justify taking time off to learn now, as they might not (yet) be part of the student's speaking vocabulary and would be of little use.

After defining the listening vocabulary words, return to the newspaper item and read the word in context. You might ask the student to place the word in a new sentence demonstrating an understanding of the word. Don't spend too much time on this activity. Choose items which are in keeping with your student's skills.

You might ask your student to tell you what the item

was about that you read and use that as the basis of a Language Experience story, applying the above activities to the student-constructed story. (See Appendix: Tutoring Approaches and Techniques).

Of course, you will encourage your student to read those words he/she might be able to read (such as index, items, headlines, weather maps), or to follow along with you as you read.

If your student is a non-reader, write the letters or word(s) on cards you want him/her to circle or underline on a page. In addition to the drill that these activities supply, your student will be handling the newspaper and thus becoming more at ease with it. The beginning reading/conversational English student can be asked to find articles similar to the one studied in the lesson.

Ask the student who is doing the independent activity to bring his/her assignment, or be prepared to discuss the assignment, at the next session.

Always check independent student activity assignments. This reinforces your student's belief in your interest, as well as telling you the level of his/her understanding.

At first your lessons will be focused on listening skills, but this is to be expected, as listening comes before either speaking or reading skills. The important point is that your student will be using the newspaper, a publication for adults, even though their skills are not fully developed.

Suggested Activities

Introducing the Newspaper

Your first activities will introduce your student to the format and content of the newspaper. You will want to find out just how familiar your student is with the newspaper. This will be a hands-on exercise as most of your activities will be. Use the index on the front of the newspaper to give an overview of the entire newspaper. If your student can read, ask him/her to read the index and to tell you in what section (A, B, C, etc.) and on what page any given topic is located. You can modify this request in keeping with your student's abilities and the format of your newspaper.

Don't overwhelm your student by going into too much detail. Simply discussing the titles of each section and what can be found in each one may be sufficient for a first lesson. Some newspapers bury page numbers in a complex indentification line on the top of each page. Point out the location of page numbers to your student. Your student should practice finding the sections and pages listed in the index. This will help him/her become skilled in handling the newspaper as a physical activity. Use the index in subsequent lessons, first as a review and practice of a skill, and finally as a built-in successful activity.

As you discuss the different sections of the newspaper with your student, you will be finding out more about his/her interests. This will help you both to select the items for future lessons. See Sample Lesson Plan pages 29, 37.

Front Page

The front page reports the most important stories of the day and is the place to begin learning news reading skills. Headlines, pictures, captions, stories - all provide practice using the 5 W's and H — *Who?, What?, When?, Where?, Why?* and *How?* to identify the main idea and skim for information.

Point out the parts of the front page to your student explaining that headlines give the main idea of the article and that pictures and captions supply additional information. Point out that some of the stories will continue on an inside page, and that the most important news story will be the located at the upper right hand of the page with the second most important news story in the upper left. Help your student identify the remaining items on the front page (index, news summary, date, weather, cartoon or philosophical sayings.) Once your student is familiar with the contents and format of the front page, you can focus on an information gathering activity.

Depending on skill level, either have your student read the headline silently, asking you for help with the unknown words or read the headline with your student. Point out that the headline contains the main idea of the story, that it is a sentence with some of the words left out. By reading all the headlines on the front page first, the student can decide which article he/she wants to read. Encourage this valuable skill of skimming.

After the headlines have been read, guide your student into developing further information gathering skills. This will be done as a listening skill for the lower skill level reading/conversational English student or as a reading skill for the more advanced reading student.

Pictures and captions add information to that already inferred from the headlines. Discuss a picture that goes with a story. Have your student tell you what questions he/she wants answered relating to the story as so far revealed in the headlines and pictures. Read the caption - does it answer the questions? Have your student tell you what other questions need answering. One student question might be on abbreviations used in

headlines such as IRA, ERA, etc. which the tutor will have to supply, in most cases. This activity is a lead-in to a discussion and practice of the 5 W's and H. (See *News/Feature Story* below).

Be sure your student is comfortable with identifying the items on the first page and the purpose of pictures captions, and headlines before you move on to more in-depth analysis skills.

The newspaper can be used for some very basic drills for the low-skill level reader. These drills, while not focused on the content of the front page, will provide indirect practice in reviewing and identifying its parts.

- Have your student cut out letters of the alphabet from the headlines on the first page and paste them in order on a sheet of paper. Use them as models to practice writing. Note the difference between the print *a*, *g* and the handwritten one.

- Have the student circle all of certain letters (*A*, *B*, etc.) in the front page headlines.

- Have the student cut out words from headlines beginning with *A*, *B*, etc. Have them paste them in a vertical column and practice writing them.

- Have student cut out words from the front page and paste them together into sentences.

- Have student circle all of a certain word (*the, an, today,* etc.) in the lead (first paragraph).

- Have student cut these out or copy them on word cards for use in word card drills.

- Have student identify an international story, a national story, a local story. Have student choose one for a more in-depth lesson on information indentification. (See the 5 W's and H below).

News/Feature Story The Five W's and H

The purpose of a news/feature story is to communicate. By finding the answers to *Who?, What?, When?, Where?, Why?* and *How?*, your student will be able to organize the information in a newspaper item. Answering these questions will convey enough information for your student to decide to read further or not. This skill is an information gathering skill as well as a comprehension skill and can be done either as a listening or a reading activity. Tell your student what the 5 W's and H are and identify them in the item you are studying. Point out that answers to these questions tell what the article is about.

- Have your student identify and label the 5 W's and H of a news story. You could read it and underline and label the answers in the margin of the paper as your basic reading/conversational English student indicates "*Who* did *What? Where* it happened? *When* it happened? *Why* and *How* it happened?

- If your student is able to read, he/she could underline and label the *5 W's and H*.

- A more advanced student could underline the facts in the story and write the labels *Who, What, When, Where, Why,* and *How* in the margin, or mount the article on a piece of paper and write out the answers to these questions.

Ask your student to tell you the story in his/her own words once the *5 W's and H* have been identified. That story could be used as the basis of a Language Experience Approach story going on to apply phonics, words in patterns, sight words and context clues as appropriate. (See Appendix Tutoring Approaches and Techniques.)

Cartoons, Comic Strips

Cartoons and comic strips tell adventure stories, point out human frailties, let us poke fun at ourselves, convey our values. They might be a single frame such as *Dennis the Menance*, or a political cartoon or multiframe like *Brenda Starr*.

Tutors, of both reading and conversational English students, can use them to advantage to develop perception and judgment skills such as interpreting facial expressions, making a moral or value judgment, predicting behavior, interpreting visual space or perspective, determining sequence.

Cartoons and comic strips often call for distinguishing between the apparent meaning and the underlying meaning. You and your student can analyze a comic or cartoon for its vocabulary, the life situation or value it is portraying, who the characters are (literal and symbolic), whether or not it is funny and what the hidden sting is.

Situation comic strips, such as *Mary Worth, Little Orphan Annie, Brenda Starr* or *Mark Trail*, often portray values or standards of behavior even if in outlandish situations. This kind of comic strip also can be subjected to the same type of analysis as the humorous cartoon discussed above, although you may need to collect a week or more of the strips before you have enough of the story line with which to work.

- Have your student select a comic he/she would like to study. Discuss the vocabulary; ask if the comic is funny. Ask your student to explain why or why not.

- Cut a comic strip apart and have your student

reassemble it. See if there is more than one "correct" sequencing.

• Blank out the dialogue in the cartoon. You and your student make up a new dialogue.

Not all cartoons are funny. Some are biting satire. Select a cartoon from the editorial page. Discuss the background information needed to interpret the cartoon. Is the subject of the cartoon related to a current news story? If so, read and discuss both using the *5W's and H* to separate fact and opinion. This activity will involve much discussion and can be used to build up your student's awareness of the world and encourage him/her to express and support an opinion. Be sure to accept any opinion as long as a reason can be given for it.

Classified Ads, Display Ads

The *Classified*, or *Want Ads*, are a rich source of both reading material and cultural information. They are certainly relevant to anyone looking for a job or a place to buy an inexpensive item. These ads are short messages from someone. They may have a job to offer, have lost something, have something to sell, be looking for a job, have a service to offer or a personal message to give.

Classified ads appear together in one part of the paper and have headings which organize them and make it easier for the reader to locate the type ofmessage they're looking for.

• Have your student locate the classified ad index, and identify the section he/she wants to read.

• Explain the abbreviations used in the ads. Have your student copy out the abbreviations and then help him/her identify them from the context of the ad to the extent that it is possible.

• Use ad selling used items as the basis of a discussion on comparative shopping and the pros and cons of buying a used item.

• Ask your student to identify an item he/she wants to buy and see what kind of a bargain he/she can get.

Display ads are the ads which are found throughout the newspaper and are usually selling an item or a service. Grocery ads with coupons are display ads as are those selling weight reduction, health clubs, or other services. They are a good source of reading material for the beginning reading/conversational English student because of many pictures and few words and figures in them.

Use display ads for developing comparison shopping lists, practicing computational skills involving having a set amount of money to spend and getting the most for that money.

Have your conversational English student cut out the pictures of new or unfamiliar foods and build a buying/tasting lesson around them. (See Sample Lesson Plan page 17).

Opinion

Separating fact from opinion is not always easy to do, but there are some clues which will make it easier for your reading/conversational English student. Once an opinion has been identified, your student will need to be able to evaluate it. You can help your student develop evaluating skills also.

Most opinion pieces are on the editorial page, the most obvious ones being the editorials themselves.

The following discussion of the editorial and opinion vocabulary words is adapted from "It's All a Matter of Opinion" by Nancy S. Hagen in *The Newspaper in the Classroom*. (Allen).

A well-written editorial provides a valuable service: It gives the background of a news event, brings facts into focus and makes an overt judgment. Editorials are used to influence opinion, promote reform and other good causes, inform, entertain, and to show appreciation for service.

Political cartoons also serve the same purposes as editorials and further, rely on standard symbols. While letters to the Editor have the same intent as editorials and political cartoons, they are often a way for the writer to express anger.

You can first help your student to identify opinions by teaching the vocabulary words which indicate opinion. Some of these are: *because, agrees/disagrees, impression, illustrates, suggests, imply, chief, result, think, suppose, wonder if, under no circumstances, under certain circumstances, without question, except, this shows that, certainly, probably,* and, of course, *in my opinion.*

In a news story, the presence of quotation marks will indicate the legitimate use of opinion. In order to evaluate opinion, your student will need to know facts and be able to weigh them against their own experience.

• Have student identify the items on the editorial page. Which one is he/she most interested in reading?

• Have your student underline opinion words in an editorial. Find a news article on the same subject. Com-

pare the two. Is more information needed before the student can agree or disagree with the opinions given?

• Read the letters to the editor. Ask your student if there is one with which he/she disagrees. Have him/her dictate a rebuttal letter or write it him/herself.

• Look at the Index on the front page and locate the other sections of the newspaper that will have opinion pieces in them (entertainment, sports, comics). Have your student select a review on a topic he/she is interested in and underline the opinion words.

• As a language experience activity, ask your student to make up a review of a movie or TV program he/she has seen. It can be quite short but should include reasons to support the opinion.

These activities should be repeated many times using different content areas. Don't forget to include practice using the *5 W's and H* in opinion pieces.

A Word About Propaganda

Opinion which is part of a "campaign to convince" is propaganda. The issue discussed in, or the subject of, a propaganda campaign may very well be valid, true, and right. The point of indentifying propaganda is to separate the facts from the emotion in order to make a reasoned judgment. Propaganda techniques are used in advertising campaigns as well as in politics and public issue debates.

New readers are especially vulnerable to propaganda until their extreme respect for the written is tempered by a questioning attitude.

Through discussion and exercises using the newspaper you can help your adult student learn a way of looking at facts, beliefs and opinions which help him/her to determine motives and underlying assumptions.

• Practice listening. Explain how values and beliefs are often tied up in propaganda as well as in any other editorial/opinion issue, pointing out that values and beliefs are not easily changed.

• Find a display ad. What claims are made for the product? Does it run down other brands? Does the ad contain all the facts needed to make a decision? Have your student list the additional information that is needed.

• Identify a local issue such as a school bond, a development project, a social service. Collect the newspaper statements from the government/agency involved. Collect newspaper statements from the opposing side. What are the facts? What are the opinions? What are the beliefs?

Social and Community News

Social announcements such as weddings, obituaries, births, anniversaries, travels, people's academic or business awards, and community announcements such as library programs or club and church events — all keep people informed about what's going on in their particular world. Items such as these are of interest to your student. The smaller the town or city, the more chance that the people mentioned will be known to your student. But some people are just interested in other people and will want to read these stories for entertainment.

This type of materia' gives you the opportunity to introduce American social customs to your conversational English student. The student can practice speaking skills, telling of the relevant customs in his/her country of origin.

With your student, skim the social announcements, reading only people's names to see if any of the people are known to your student. If any are, read that item to your student. Discuss appropriate response to the item (sending a card, telephoning, visiting).

If, after skimming the social announcements, your student doesn't recognize anyone's name, ask if he/she would like to know more about any of the events. Read and discuss those events.

With your student, skim the sections of the newspaper that contain community news. Is your student a member of any group mentioned? Would your student like to attend any of the events? If so, plan the transportation and figure the cost. Would your student go alone? with family? friends? Discuss what type of clothing would be appropriate. This exercise could be the basis of a language experience approach activity (see Appendix, Tutoring Approaches and Techniques).

Apply the *5 W's and H* analysis to a selected social or community events story and judge if all (the *5 W's and H*) are appropriate to use in understanding such stories.

If your student is active in a church, social or other group, ask him/her to tell you about the group's meetings. Again, this could be the basis of a language experience approach exercise, using the techniques of phonics, word patterns, sight words and context clues with the student's story.

Have your conversational English student discuss social and club groups in their homeland. This is also a good opportunity to discuss volunteering tradition in

the USA.

For more activities see Sample Lesson Plan, page 33.

Weather

Weather is an enduring topic of conversation and exerts a strong influence in everyone's daily decisions.

Weather reports are usually located in two places in the newspaper: on the front page either near the index or near the paper's name, and on page two. The weather report on the inside of the newspaper is usually the more elaborate, giving map(s) of national weather patterns and predictions for the rest of the week's weather.

- Check to see that your student understands maps as representing geographical areas and can locate the general area of your city on the map.

- Teach your student to read the weather map key. The amount of detail you go into depends on the interest and skill level of your student.

- Use the weather map to show what the weather is in other parts of the country. This can help you predict what kind of weather is coming. It is this skill in prediction that you want to foster in your student. (See Sample Lesson Plan, pages 37, 39.)

- If using the weather map is beyond your student, simply point them out and read the weather summary on the front page.

- Increase your student's awareness of the pattern in weather (and thus ultimately their skill in prediction by asking his/her to keep a weather journal of temperature and "*rain, fair, sunny, snow*" as a sustained activity over a month's time. Discuss these terms and teach them as sight words.

- Discussing weather patterns is always a good activity for a conversational English student because you are not asking him/her to reveal personal or value-laden ideas, but rather, talking about that innocuous subject — the weather.

Pictures, Charts

Sometimes, pictures are stories in and of themselves, and at other times, they act as summaries or teasers to a news story or feature. Charts clarify complex points of a story or demonstrate comparisons.

- Ask your lower-skilled basic reading/conversational English student to select a picture that he/she wants to know more about or just finds interesting. Teach vocabulary such as *man, woman, child, boy, girl, sit, jump, smile, frown, happy, sad, car, plane, police* as is appropriate.

- Use pictures to begin a discussion of emotions, facial expressions, safety rules (accidents), American social customs (weddings and anniversaries), sports and games. You can then develop this discussion into a practice of comprehension and listening skills or a language experience story.

- Collect pictures on a particular topic asking that your student point out how the pictures are the same and how they are different and what the subject of the pictures is. This activity gives skill practice in observing, organizing and classifying. These skills are very necessary to understanding, speaking and reading.

- Use a chart when you discuss the story that it is intended to illustrate. Take the opportunity to introduce or practice comparison words (more/less; big/bigger/biggest). Depending on the chart, a discussion of percentage or part versus whole might be appropriate. Charts are often on the business pages.

- Don't forget the whole area of sports charts which show *wins* vs. *losses* vs. *ties* and other details relevant to a given sport. Use whatever your student is interested in. (See Sample Lesson Plan, page 71).

Sports

To fans, the sports pages are the most interesting part of the page. In it are more details of more teams and of more games than could ever be reported on in a daily radio or television news program.

On the sports page, you will find pictures, charts, lists, and colorful writing filled with specialized vocabulary. This is one place where prior knowledge of the topic on the part of either the tutor or student is absolutely necessary both to understand/explain the items and to maintain an interest in them. But, for those who enjoy sports, there can be no better motivator.

Pictures are very important to sports coverage and usually show the athlete(s) in the grip of some strong emotion.

- Have your student select a picture and identify the sport, discussing the emotion being expressed. Encourage your student to give reasons for his/her conclusions.

- Select words from picture captions teach.

- Practice reading the scores and standings charts.

- Ask your student if there is any sport that he/she

would like to know more about. Take the opportunity to attend a game/match even if at the elementary school level. Discuss scoring, rules, equipment and have your student compose either an oral or written report about the outing. Of course, you could do the same activity even if you could not actually attend a game/match.

• Have your reading/conversational English student identify the terms that go with each sport. Teach them as sight words, writing them out on word cards. Have your student use the card as a model as he/she underlines or circle the words in a story.

Some sports stories are signed articles. Explain to your student that this is because such articles often express the opinion of the writer.

• Read a signed article with your student, asking him/her to note the opinion or "color" words (usually verbs or adverbs). Make a list of these words identifying the writer that they came from. Compare the lists of words from different writers, from different sports. You are encouraging an awareness of style and reinforcing classification skills.

• You can also practice identifying the 5 W's and H (see page 5) in sports stories as in other news and feature stories.

Maintaining Interest

While many lessons can be built around the newspaper, you should not use it exclusively in all your lessons. If you use it to introduce a topic, you might develop the topic in a later lesson with a field trip or letter-writing exercise, supplementing it with a discussion of your or your student's experience.

Use the newspaper regularly, but not to the exclusion of other materials. Follow your student's interests.

By always checking your Student's Independent Activities, you will be reinforcing a continuity in your lessons as well as showing respect for the student's time and effort.

The following are just a few of the many activities you could use to maintain interest in both the newspaper and your lessons. As with all of the other activities in this handbook, adapt the appropriate ones to your student's needs and interests and use your own imagination.

To maintain interest:

• have beginning student follow weather maps every day for two weeks, writing down what the actual weather was and comparing it with predicted weather.

• have student collect news stories/pictures over a period of time based on one of the 5 W's. For example, a collection of stories based on the mayor (Who), or drunk driving arrests (What), or France (Where).

• have student follow a feature series in the newspaper.

• have student follow a favorite team or cartoon for two weeks.

• ask student to report to you on any of the above—using the *5 W's and H. (Who?, What?, When?, Where?, Why?, and How?*).

Sample Lesson Plans

There are 36 sample lesson plans in the following section of the Handbook. These follow the 3-step Lesson Planning process described in *Lesson Planning*. The lesson plans suggest the kind of activities that can be developed around a specific topic. They are intended to show you how to develop a lesson, but each can be used as a lesson if appropriate additions and adaptations are made to individualize it to your student's interests and needs. They are a rich source of ideas for activities specific to a topic, and it is strongly suggested that you use them as such. The Sample Lesson Plans are based on items (articles, news stories, classified ads, display ads, editorials, human interest stories) selected from newspapers of all sizes throughout the U.S.A. and Canada.

GOAL: To develop knowledge about occupations that will enable individuals to secure employment that fits their particular needs and interests.

PACKERS/PICKERS
Immediate openings. Jessup area. Good pay. Good hours. Must have own transportation. 659-0610.

PAINTER Residential work. First class need only apply. 256-1850.

PAINTERS 6 yrs. exp., w/refs. Trans., a must. Overlea area. Call Chuck, 444-0013

PART TIME CARRIERS

National Delivery Service has openings for permanent part time newspaper delivery persons to work between the hours of 1 A.M.-4:30 A.M., Monday thru Friday. The job involves distribution of the Wall Street Journal in the:

BALTIMORE AREA

Car with minimum liability insurance required. No sales or collections involved. Good hourly wage plus allowance for vehicle use. To arrange for an interview:

CALL COLLECT
(301) 622-9212
9:30 A.M. 3:30 P.M.

an equal opportunity employer

PART TIME PERMANENT
Prefer semi-retired, good driving rec. to work w/and deliver Greenhouse crops 922-9511 Don

PART TIME
PACKERS/PICKERS
Immediate openings. Jessup area. Good pay, good hours. Must have own transportation. 659-0610.

PORTER
Bel Air area. Full time immed. opening. Custodial and general duties. Minimum wage. Apply in person at Country Village Apts., 201 Idlewild St., Bel Air, Md. EOE.

PORTER
Custodial and general duties. Experienced only. Apply in person between 10 & 12 noon on Thursday at Strawberry Hill Apts., 1546 Ingleside Ave. EOE.

PRESSER Experienced, Tollgate Cleaners, Belair-Tollgate Mall 879-2595. Call Mon.-Sat 7:30 AM to 6 PM

PRINTING Apprentice Now in Highschool or recent graduate Must be good speller & reader; Write Box CS50895 SUN

PRINTING CUSTOMER SERVICE MANAGER Our expansion requires a pro. Must have knowledge of prep 4-color sheet set bindery operations. 1 shift operation. Must be detail-oriented, have sense of urgency & follow-up. Capacity to schedule & establish priorities for various equipment & departments plus ability to deal with clients, executives & suppliers. Oppty unlimited for individual to join a successful 40 yr financially sound firm. Salary commensurate with ability. Top benefits including 15-yr retirement. Call collect, Joseph Hennage, Hennage Creative Printers, Alexandria, Va. Call 703-683-8282.

PRINTING ESTIMATOR large book manufacturer has immediate opening for an estimator experienced in Wed and sheet fed printing. Company paid benefits, salary open. Contact Ed Vorke 768-3000.

PRINTING Heidelberg Pressman Night shift or day shift Full benefit package Call Britannia Ltd aft 2 PM Daily 962-5300

The Sun, Baltimore, MD

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Classified ads, occupations, job interviewing.

STEP 2

NEW LEARNING:

Listening Vocabulary: (as applied to jobs) *benefit, custodial, minimum wage, equal opportunity, involves collections.*

Tutor/Student Activities:

1. Read the ads which might interest your student
2. Teach abbreviations: *yrs.; exp; w/ref.; trans.; rec.; w/; pro.; prep.*
3. Teach as sight words: *Permanent, carrier, opening;* as pattern words: *wage, skill.*
4.
5.

Additional Activities: (T/S)

1. Use local newspaper and review use of index. Locate "Classified Ads".
2. Using the newspaper, repeat Tutor/Student activities as they apply to your student.

STEP 3

APPLIED: Independent Student Activities

1. Look at index on front page of the newspaper. Find "Classified Ads" page.
2. Under "Employment" find an ad for a job that you could do. Cut out the ad.
3. Make a list of both paid and unpaid jobs you have had.
4. What skills have you used in your jobs? List them.

EXPANSION TOPICS for future lessons: Dressing appropriately for job interview, references, good job habits, using a city map to find addresses, telephone interviewing to set appointment.

BEST COPY AVAILABLE

GOAL: To develop knowledge about occupations that will enable individuals to secure employment that fits their particular needs and interests.

A GREAT WAY TO EARN EXTRA MONEY

Sears

SEARS ROEBUCK AND CO

Valley View
13131 Preston Rd
REMODEL COMPLETE

Sears Valley View needs additional part time employees to staff this beautifully remodeled contemporary store.

HAVE IMMEDIATE OPENINGS IN:

- Commission Sales
- Non-Commission Sales
- Stock Room

Morning, afternoon & evening hrs avail.

EXCELLENT COMPANY BENEFITS

- Profit Sharing
- Pension Plan
- Life Insurance
- Paid Vacation
- Employee Discount
- Free Parking
- Flexible hours

APPLY IN PERSON
PERSONNEL OFFICE

10-5, Monday-Friday

Equal Opportunity Employer, M/F

Dallas Morning News, Dallas, TX

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Job hunting, classified ads, personal qualifications.

STEP 2

NEW LEARNING:

Listening Vocabulary: *Remodel, staff, contemporary, immediate, commission, pension, insurance, discount, flexible.*

Tutor/Student Activities:

1. Discuss the type of openings for which Sears is advertising.
2. Select one that interests the student and discuss the necessary skills for the job.
3. Teach as pattern word: *stock;* teach as sight words: *employment, apply, vacation, profit.*
4.
5.

Additional Activities: (T/S)

1. Find "Job Wanted" ads in local newspaper.
2. Help student compose a "job wanted" ad.

STEP 3

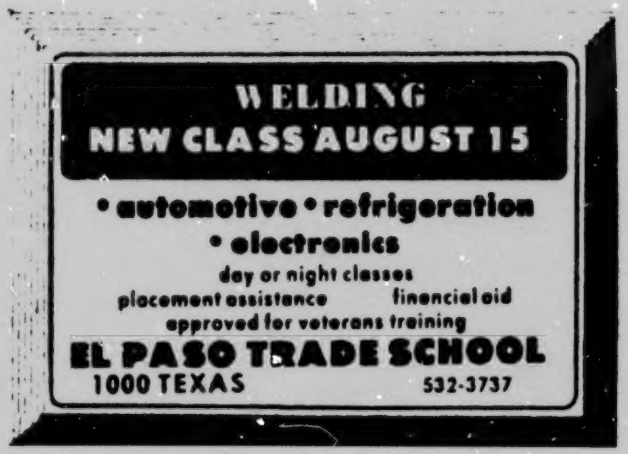
APPLIED: Independent Student Activities

1. List six jobs you feel you could do.
2. Find ads for them in the newspaper.
3. Plan what you will wear to a job interview.
4. Ask yourself "Why should Sears hire me?" Answer out loud.

EXPANSION TOPICS for future lessons: Employment agencies, training programs (local, state, federal), role play the interview, self-employment, apprentice programs.

BEST COPY AVAILABLE

GOAL: To develop knowledge about occupations that will enable individuals to secure employment that fits their particular needs and interests.



El Paso TIMES, El Paso, TX

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: trades, personal interview to obtain information, trade schools, unions.

STEP 2

NEW LEARNING:

Listening Vocubulary: *automotive, refrigeration, electronics, placement assistance, financial assistance*

Tutor/Student Activities:

1. Read the ad.
2. What does a welder do? Look up *welder* in the dictionary.
3. Discuss trade schools. Discuss various trades (electrician, carpenter, plumber, etc.)
4. Check that student understands "assistance available" does not mean that assistance is guaranteed.
5.
6.

Additional Activities: (T/S)

1. Discuss welders union. How do you join a union?
2. Check newspaper for "Help Wanted" ads for welders. What are welder's wages?

STEP 3:

APPLIED: Independent Student Activities

1. Talk to a friend who is a welder and write about what you learn.
2. Visit a trade school. Find out the cost and length of training.
3. Call the State Employment Office. Find out what kind of training you can get.

EXPANSION TOPICS for future lessons: Service of State Employment agency, unemployment insurance, Armed Services employment, private employment agencies.

BEST COPY AVAILABLE

GOAL: To know how to manage a family economy and to demonstrate an understanding of sound purchasing practices.

Times-Picayune New Orleans, LA

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Economical shopping, comparative shopping, use of coupons.

STEP 2

NEW LEARNING:

Listening Vocabulary: *purchase, subject, tropical, avocado.*

Tutor/Student Activities:

1. Read the ad together, including prices.
2. Ask: How many fruits are advertised?
3. Teach as sight words: *broccoli, pears, bananas, pineapples.*
4. Discuss with student the value of vegetables and fruit in diets.
5. Use a U.S.A. map and lcoate the states mentioned.
6.
7.

Additional Activities: (T/S)

1. On which day of the week are food ads in the newspaper? When should you shop to take advantage of the sales?
2. Compare two grocery ads from the newspaper to find the best bargains.
3. Make up a grocery list from a newspaper ad. Don't spend over $25.

STEP 3

APPLIED: Independent Student Activities

1. If you had a vegetable garden, list the vegetables you would grow.
2. Find a recipe in your newspaper for a vegetable dish.

EXPANSION TOPICS for future lessons: Balanced diet, cooperative buying, vegetarianism, sharing produce with food kitchens.

BEST COPY AVAILABLE

GOAL: To know how to manage a family economy and to demonstrate an understanding of sound purchasing practices.

Free Haircuts!!
Supercuts needs models at our training center. We'll cut your hair just the way you want it, any style, long or short, for men and women. Just call for an appointment.
BELLEVUE
643-8261
supercuts
we cut hair for your age and sex.
Shampoo at home day of cut
Minimum age limit 10 years Limited appointments
1979 (Rev 3 83) EMRA Corporation

Seattle Times Seattle, WA

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Hair care, beauty parlors, hair condition relating to health.

STEP 2

NEW LEARNING

Listening Vocabulary: *minimum, limited appointments.*

Tutor/Student Activities:

1. Read the display ad.
2. Discuss what training is done at Supercuts. How are models used?
3. Teach as patterned word: *training,* as sight word: *shampoo*; as compound words: *haircut, Supercut.*
4.
5.

Additional Activities: (T/S)

1. Find shampoo ads or free offers in local newspaper. Adapt above activities with these items.

STEP 3

APPLIED: Independent Student Activities

1. Find three shampoo ads during the week.
2. Which shampoo is cheapest?
3. How much does a haircut cost?
4. How much do you spend on haircuts in a year?

EXPANSION TOPICS for future lessons: How to use the Better Business Bureau, how to check up on free offers, what foods improve hair.

GOAL: To know how to manage a family economy and to demonstrate an understanding of sound purchasing practices.

Gene Tharpe
Helpline
688-4147

Working out a rebate to the satisfaction of all

Judy Kimball of Atlanta bought an Intellivision set for her son in July 1983. She had been trying unsuccessfully ever since to get a $50 rebate offered on the set.

"I have sent all the required pieces of information along with the rebate request," she said. "But they keep saying that I haven't sent a receipt or I haven't sent the card that was in the box. I have already sent all that to them. I have nothing else to send."

Adding to Mrs. Kimball's complaint was that "the set doesn't even work anymore" and would cost about $60 to fix.

Helpline staff member Jodi Dick called Ed Rodemoyer, supervisor of consumer affairs for Mattel Inc., manufacturer of the Intellivision sets. He could not understand why Mrs. Kimball was having so much trouble getting the rebate "since all that was required was the receipt."

Rodemoyer also explained that the $50 rebate was not all cash, but a $20 cash rebate plus $30 worth of coupons for the purchase of cartridges to play in the Intellivision set.

Ms. Dick told Rodemoyer that Mrs. Kimball no longer had any use for the coupons since the set didn't work. He said he would phone her to work out a solution.

After discussing the problem, Mrs. Kimball agreed to forget the $50 rebate because Rodemoyer agreed that Mattel would [redacted]

Atlanta Journal, Atlanta, GA

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Getting your money's worth, following up on manufacturers' promises, value received from buying quality merchandise, reputable businesses.

STEP 2

NEW LEARNING:

Listening Vocabulary: *Intellivision set, successfully, required, request, complaint, supervisor, manufacturer, cartridge.*

Tutor/Student Activities:

1. Explain to student that HELPLINE is a special column in the newspaper, run as a public service. Read the customer's complaint with student following the words.
2. Read the solution to the problem.
3. Ask the student if he/she thought that the problem was solved in a good way?
4.
5.

Additional Activites (T/S)

1. Cut a column like HELPLINE out of your newspaper.
2. Write a letter to such a column in the newspaper about a problem you/your student might have with something you bought.

STEP 3

APPLIED: Independent Student Activities

1. Use two of the new words you learned in this lesson in a sentence.
2. Cut two regular columns, such as "Dear Abby" or a health column out of the newspaper.

EXPANSION TOPICS for future lessons: Unsatisfactory purchases, electronic games, other newspaper public services.

BEST COPY AVAILABLE

GOAL: To know how to manage a family economy and to demonstrate an understanding of sound purchasing practices.

'n . . . help me get there first!

Garage Sales

Receive a Free Garage Sale Kit With Each Ad

Place Ad in TODAY for 7 days and pay only $8.98 for 3 lines.

Place Ad in TODAY for 7 days, and once each in The (Melbourne) Times, The (Cocoa) Tribune, and (Titusville) Star Advocate (3 lines) for $12.87.

Helpful Hints

1. Decide what to sell, how much to charge, and price items.
2. Decide when (day and time).
3. Invite your neighbors.
4. Expect early arrivals.
5. Have lots of change.
6. Advertise in TODAY.
7. Check with City Hall for necessary permit.
8. Don't forget your free Garage Sale Kit.

CLASSIFIED

Brevard — 636-1030
Vero Beach — 562-1771

TODAY

TODAY, Brevard, FL

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Economy of buying second-hand merchandise, seasonal buying, garage sales

STEP 2

NEW LEARNING:

Listening Vocabulary: *permit, arrival, invite, necessary.*

Tutor/Student Activities:

1. Read the display ad. Discuss the "Helpful Hints" and ask the student how she/he would advertise a garage sale.
2. What are the advantages of neighbors joining together for a large garage sale? The disadvantages?
3. Teach as sight words: *sell, free, kit.*
4.
5.

Additional Activities (T/S)

1. Phone the local newspaper and ask if they give a free garage sale kit. Ask what is in it.
2. Cut out the section of the newspaper that lists "Garage Sales."

STEP 3

APPLIED: Independent Student Activities

1. How much a day are you paying to advertise in the newspaper if the charge is $8.98 for seven days?
2. Write an ad for a garage sale.
3. You have $10 to spend on one summer outfit at a garage sale. What do you need to buy?

EXPANSION TOPICS for future lessons: Salvation Army, Rescue Mission, Good Will stores, choosing good buys, impulse buying, flea markets.

BEST COPY AVAILABLE

GOAL: To understand how individuals use community resources (including recreation, information, and transportation systems) to achieve a more satisfactory way of life.

Badly injured beaver getting constant care

By DONALD GRANT

Every night this week William Valliere has been taking Nick the Beaver home.

Every four hours the founder of the Endangered Animals Society has been giving Nick his medicine.

"Nick — I named him that because he's on the back of our nickel — isn't on the endangered lists but he's Canadian," said Mr. Valliere who's been nursing the young beaver back to health.

It's been a 24-hour job for Mr. Valliere as he carries the little beaver back and forth from his home to the society's East York headquarters. He still hasn't been bitten.

A crossbow hunter from Toronto was in the Washago district last Sunday when "he saw an animal digging itself through the mud. He didn't know it was a beaver at first and caught it in his hands," Mr. Valliere said.

"The hunter saw the beaver was badly injured and took it to the Ministry of Natural Resources who told him that they wanted to put it down. And he refused to let them destroy him."

Nick was taken by the hunter to an animal emergency service on Danforth Avenue which at first wanted $300 for treating the beaver.

"But when the veterinarian saw how badly he was hurt — he'd never seen such a bad infection — he treated Nick for nothing."

Mr. Valliere has been dressing the wound.

Globe and Mail

William Valliere with beaver, Nick

Globe and Mail, Toronto, Ont. Canada

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Animal protection, care of sick domestic animals, animal owner responsibilities.

STEP 2

NEW LEARNING:

Listening Vocabulary: *beaver, endangered list, veterinarian.*

Tutor/Student Activities:

1. Review "5 W's" of a news story (Who, What, When, Where, Why, & How).
2. Have student tell story of the beaver in own words reflecting use of "5W's and H."
3. Ask if student has ever taken care of a sick animal. Discuss what kind of care was given.
4. Either activity 2 or 3 above could be developed into an experience story.
5. Teach as sight words: *nickel, health.*
6.
7.

Additional Activities: (T/S)

1. Use local newspaper and find classified ad index. Locate "Pets".
2. Teach abbreviations used in pet ads.

STEP 3

APPLIED: Independent Student Activities

1. Find "Pets" listing in classified section of the newspaper. List kinds of pets to be given away.
2. Write down abbreviations you don't know.
3. Read "Lost and Found" column. List the pets that are missing.
4. Find out from the library what animals are on the United States "endangered list."

EXPANSION TOPICS for future lessons: Zoo animals and their habitats, experimental animals, animal technician position, value of animals to humans.

BEST COPY AVAILABLE

GOAL: To understand how individuals use community resources (including recreation, information, and transportation systems) to achieve a more satisfactory way of life.

The Boston Herald, Boston, MA

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Need for information, referral system, United Way.

STEP 2

NEW LEARNING

Listening Vocabulary: *referral, personal*

Tutor/Student Activities

1. Discuss the workings of referral service: the use of listings for various services and the volunteer services required.
2. Talk to your student about possible reasons for calling for information.
3. Teach as sight words: *family, personal, health.*
4. Discuss word building: *person, personal, personality.*
5.

Additional Activities (T/S)

1. Check the newspaper for a display ad for a helping service.
2. Read an advice column which suggests a helping organization

STEP 3

APPLIED: Independent Student Activities

1. Give three reasons why someone might call a referral service for help with a problem.
2. Find a story in the newspaper about a person or a family needing help.

EXPANSION TOPICS for future lessons: Alcoholics Anonymous, Salvation Army, shelters for battered women, foster homes, free clinics.

GOAL: To understand how individuals use community resources (including recreation, information, and transportation systems) to achieve a more satisfactory way of life.

Today Inside

The weather

■ Periods of drizzle tonight, low in the low 50s. Overcast and unseasonably cool with periods of rain tomorrow, high in the upper 50s. The chance of precipitation is 20 percent tonight, 60 percent tomorrow. Other data, Page 59.

Suspects recovering

■ Two Koreans suspected of planting bombs that killed 21 people in Burma are recovering from wounds and refuse to answer any questions. Page 2.

Karate guards

■ A marital arts team restores order to a town house complex in Florida after security guards and police failed to control an unruly group of teen-age vandals. Page 5.

Animals that bite

■ Everywhere you look, you see sports shirts and sweaters with little animals embroidered on the left breasts. Sometimes they bite, as the corporate lawyers have bitten Richmonder Barry Gottlieb for trademark infringement. Looking Glass. Page 54.

A natural wonder

■ Demarch Robertson of Jefferson-Huguenot-Wythe is the top female cross country runner in the region, and her coaches think she'll just get better and better. Page 32.

Richmond News Leader, Richmond, VA

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Selecting stories of interest, logs, what makes a story important.

STEP 2

NEW LEARNING

Listening Vocabulary: *overcast, unseasonable, precipitation, Karate, martial arts, complex, unruly, corporate, trademark, infringement, vandals*

Tutor/Student Activities:

1. Read the column to the student.
2. Ask the student to choose the article he/she would be most interested in reading. On which page of the newspaper would he/she find it?
3. In the story about Karate guards, answer the questions *Who?, Why? What?, When?, Where?*
4. Which of the stories are local news?
5. Discuss with the student why such a newspaper column on the front page is helpful to readers.
6. Give the student a world map. Locate Korea and Burma on it.

Additional Activities: (T/S)

1. Find the news summary column in your local paper.
2. How many stories does it include?

STEP 3

APPLIED: Independent Student Activities

1. Make a list of trademarks or logos with which you are familiar, such as McDonald's Golden Arches.
2. Find these trademarks in the newspaper.
3. Cut out the column in your local paper which tells about the stories inside. Bring it to the next session.

EXPANSION TOPICS for future lessons: Terrorist attacks, forms of martial arts, value of advertising logos, geography.

GOAL: To understand how individuals use community resources (including recreation, information, and transportation systems) to achieve a more satisfactory way of life.

Calendar

A list of the day's top sports events

Television

Auto racing
(5) Like Cola 500. WMAQ-TV [Channel 5], 12:30 p.m. [tape].
Baseball
(9) CUBS vs. Houston at Wrigley Field. WGN-TV [Channel 9], 1:15 p.m.
Football
(2) Green Bay at Houston. WBBM-TV [Channel 2], noon.
(5) "NFL '83," 2:30 p.m. New York Jets at San Diego, 3 p.m. WBBM-TV [Channel 2].
Golf
(7) USGA Amateur at North Shore Country Club. WLS-TV [Channel 7], 3:30 p.m.
Tennis
(2) U.S. Open at Flushing Meadow, N.Y. WBBM-TV [Channel 2], 3 p.m.

Radio

Baseball
CUBS vs. Houston at Wrigley Field. WGN-AM [720]; WOJO-FM [105], 1:15 p.m.
WHITE SOX at Boston. WMAQ-AM [670]; WXRD-FM [105.5], 1 p.m.
Football
BEARS vs. Atlanta at Soldier Field. WBBM-AM [780], noon.
Tennis
Report on U.S. Open at Flushing Meadow, N.Y., 4:45 p.m.

Other events

Auto racing
At Raceway Park, 130th Street and Ashland Avenue, 8 p.m.
At Santa Fe Speedway, 91st Street and Wolf Road, 8 p.m.
At Great Lakes Dragaway, Union Grove, Wis., 8 p.m.
Golf
USGA Amateur at North Shore Country Club, 8 a.m. [36 holes].
Harness racing
At Sportsman's Park, 8:15 p.m. Results on WYEN-FM [100.7], 12:30 a.m.
Thoroughbred racing
At Arlington Park, 4:30 p.m. At Balmoral Park, 4:30 p.m. Results on WYEN-FM [100.7], 6:30 p.m.

Chicago Tribune, Chicago, IL

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: scheduling, sports.

STEP 2

NEW LEARNING:

Listening Vocabulary: *events, reports, harness, amateur, thoroughbred.*

Tutor/Student Activities:

1. Read the main headings of the calendar.
2. Ask your student which sport he/she most enjoys watching on TV or listening to on radio. Is it on the calendar?
3. Discuss why this listing is called a "calendar."
4. On which television station could you watch the Green Bay Packers?
5. Auto racing will take place at what time? Where?

Additional Activities: (T/S)

Locate sports calendar in your newspaper. Have your student select his/her favorite sport. Choose sight words, pattern words from that entry.

STEP 3

APPLIED: Independent Student Activities.

1. Find a sports calendar in your local paper.
2. List some of the words you would hear on a radio broadcast of a baseball game.

EXPANSION TOPICS for future lessons: Olympics, seasonal sports, exercise, betting.

GOAL: To understand how individuals use community resources (including recreation, information, and transportation systems) to achieve a more satisfactory way of life.

Almanac

Today is Tuesday, Oct. 4, the 277th day of the year. There are 88 days left in the year.

Tuesday.

Harvest Festival, 1 to 7 p.m., St. John American Lutheran Church, 13th Street and Jefferson Avenue.

Sioux Empire Stroke Club, 7:30 p.m., Wellness Center, Sioux Valley Hospital. Everyone welcome.

"Aging Parents, Caring and Coping," 7:30 to 9 p.m., YWCA. This week's program focuses on financial responsiblities.

Y-Guides & Princess Program, 7:15 p.m., at the following schools: Robert Frost, Horace Mann, St. Mary's, Mark Twain, Longfellow, Harvey Dunn and All Saint's. For fathers and their sons or daughters in grades 1-3. If you are unable to attend on the night scheduled for your neighborhood school, call 336-3190 for information.

Republican Women, 7:30 p.m., at the home of Eleanor Zietner, 2101 S. Elmwood Ave. Topic: National Current Events in the Polital Scene. All guests are welcome. For more information call 338-7533.

Siouxland Widowed Persons Service, aides meet 7 p.m., program/business 7:30 p.m., Bergeland Center for Seniors.

Film Series on Alcoholism, 7:30 p.m., Courtesy Room, Home Federal Savings & Loan. Film: "Guidelines." Speaker: counselor from South Dakota Safety Council.

Waters/DeYoung Anniversary, pig roast was Sept. 4; it will not be today.

Testimony of God's Love, speaker, 8 p.m., Living Water Coffeehouse, 3808½ S. Marion Road.

Weight Reduction Class, 5:30 p.m., Room 1419-Blue, McKennan Hospital.

Freedom from Smoking, 7:30 p.m., Room 2416-Yellow, McKennan Hospital.

Wednesday

Solo Parents, social hour, 8:30 p.m., Grain Bin on North Cliff Avenue.

NOW Meeting, 7:30 p.m., YWCA.

Sioux Falls Stamp Club, 7:30 p.m., 2nd floor, Old Courthouse Museum.

Weight Control Class, 2 p.m., Sioux Valley Wellness Center. Class will meet weekly for four weeks and a new class will start each month. Call 333-6598 for information.

Gingerbread Houses, four sessions, 7 p.m., YWCA. For more information call 336-3680.

After Church Fellowship, 9-11 p.m., Living Water Coffeehouse, 46th Street and Marion Road.

Expectant Parents, 7:30 p.m., Auditorium, McKennan Hospital

Argus Leader, Sioux Falls, SD

STEP 1

EXPERIENTIAL: Discuss and relate to the student's experience: clubs, self-improvement.

STEP 2

NEW LEARNING:

Listening Vocabulary: *Testimony, solo, expectant, focuses, coping, festival.*

Tutor/Student Activities:

1. Read each organization title and discuss with the student the activities the groups are interested in.
2. Ask student which group he/she would be interested in joining.
3. Teach as a pattern word: *dance;* as sight words: *information, Wellness Center.*
4.
5.

Additional Activities: (T/S)

1. Using local newspaper events calendar, teach abbreviations.
2. Find an activity student is interested in and have student copy down time location of the event.

STEP 3

APPLIED: Independent Student Activities

1. Find another activities calendar in your newspaper. Is there anything your whole family could go to?
2. If you have ever done any craft work, write three sentences telling what you like about it.

EXPANSION TOPICS for future lessons: Health-associated organizations, hobbies and crafts.

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GOAL: To understand how individuals use community resources (including recreation, information, and transportation systems) to achieve a more satisfactory way of life.

Movie times

APACHE DRIVE-IN: (1) Smokey and the Bandit Part 3 (PG) - 7, 10:15; Cracking Up (PG) - 8:40.
(2) Class (R) - 7, 10:32; Staying Alive (PG) - 8:50.
(3) Cujo (R) - 7:10, 10:34; Blood Beach (R) - 9.
BUENA VISTA: (1) The Final Option - (R) - 1:45, 4:20, 7, 9:20
(2) Tootsie (PG) - 1:15, 5:25, 9:30; Survivors (R) - 3:20, 7:30.
CAMPBELL PLAZA: (1) Flashdance (R) - 3:30, 5:30, 7:30, 9:30.
(2) National Lampoon's Vacation (R) - 3:30, 5:30, 7:40, 9:40.
(3) Star Chamber (R) - 5, 9:30; Octopussy - 2:35, 7:05.
CATALINA: Eddie and the Cruisers (PG) - 5:30, 7:30, 9:30.
CINE PLAZA: Fieras Contra Fieras (NR) - 6:30, 10:21; Robinson Crusoe (NR) - 8:18.
CINEWORLD: (1) Blue Thunder (R)- 9:30; WarGames (PG) - 7:25.
(2) Octopussy (PG) - 7:05; Star Chamber (R) - 9:30.
(3) Smokey and the Bandit Part III (PG) - 7:15; Hercules (PG) - 9.
(4) Golden Seal (PG) - 7, 9:05.
CORONADO: Zelig (PG) - 5:45, 7:30, 9:15.
DE ANZA DRIVE-IN: (1) Tootsie (PG) - 7, 10:56; Survivors (R) - 9:03.
(2) National Lampoon's Vacation (R) - 7, 10:28; Deadly Force (R) - 8:48.
(3) Fist of Gold Monkey (R) - 7, 10:14; Eagle vs. Silver Fox (R) - 8:38.
EL CON 6: (1) Return of the Jedi (PG)-(70 mm) - 1, 4, 7, 9:30.
(2) Nightmares (R) - 1:10, 3:15, 5:20, 9:40.
(3) Fire and Ice (PG) - 1, 2:50, 4:45, 7:10, 9.
(4) My Tutor (R) - 1:45, 3:45, 5:45, 7:45, 9:40.
(5) Easy Money (R) - 1, 3:05, 5:10, 7:25, 9:35.
(6) Mr. Mom (PG) - 1:15, 3:20, 5:20, 7:30, 9:25.

Tucson Citizen, Tucson, Az.

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Movie attendance, movie ratings.

STEP 2

NEW LEARNING

Listening Vocabulary: *Player, foothills, temple, vista.*

Tutor/Student Activities:

1. Read schedule with student. Suggest to student that he/she choose a movie to see.
2. Discuss with the student what dictated his choices. What does he/she think the movie is about?
3. Teach abbreviations: R (Restricted - no one under 17 unless accompanied by an adult), PG (Parental Guidance), G (General Audience). NR (Not Rated, referring to a foreign film).

Additional Activities: (T/S)

1. Use index to find movie schedule in your local newspaper.
2. Discuss location of the theater on a city map.
3. Determine with student how you could reach the theater by public transportation

STEP 3

APPLIED: Independent Student Activities

1. Telephone a theater in your area and ask for ticket prices.
2. Choose a movie listed in the newspaper as PG and decide if you could take your 12-year-old to see it.
3. If a ticket to the movie is $4.00 and bus fare is 50¢ each way, and popcorn is 75¢, would you have change from $6.00?

EXPANSION TOPICS for future lessons: TV, radio, theater listings; movies and propaganda; theater listings in the yellow pages.

GOAL: To understand how individuals use community resources (including recreation, information, and transportation systems) to achieve a more satisfactory way of life.

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Weather

Of this soggy weather
I've got to say:
I hope to heck
It ain't long-play.

— Al Bum

Mostly cloudy, breezy and cooler with a 40-to-50 percent chance of thundershowers, possibly heavy, through tomorrow. High temperatures, low 80s both days. Low tonight, mid-60s.

High yesterday, 85. Low this morning, 65.

Rain yesterday, 0.31 of an inch.

Complete weather
Page 2C

Journal Herald, Dayton, OH

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Locating information in the newspaper.

STEP 2

NEW LEARNING

Listening Vocabulary: *bridge, editorial, classified, public records, horoscope.*

Tutor/Student Activities:

1. Explain to student that most papers have an index to the paper's contents. Demonstrate this by showing the student a local newspaper.
2. Point out to the student that newspapers are made up of sections, designated by a letter of the alphabet.
3. In what section of the paper could the student find ads for jobs? What section would he read to find out if the Redskins had won their game?
4. Under "Weather", read the rhyme to the student. Explain the pun if the student doesn't understand it. Explain the unacceptable use of "ain't".
5. Ask: "Does a 40-50 percent chance of thunderstorms" mean that it will probably rain? If the chance was 10 percent, would you expect rain?

Additional Activities: (T/S)

Using your local newspaper, go through the activities on page 4.

STEP 3

APPLIED: Independent Student Activities

1. Write down the weather predictions for five days and check to see if they were correct.
2. Read your horoscope for several days. Did anything it said come true?

EXPANSION TOPICS for future lessons: U.S. weather service, visit a newspaper, different types of papers: tabloids, neighborhood, national; astrology vs astronomy.

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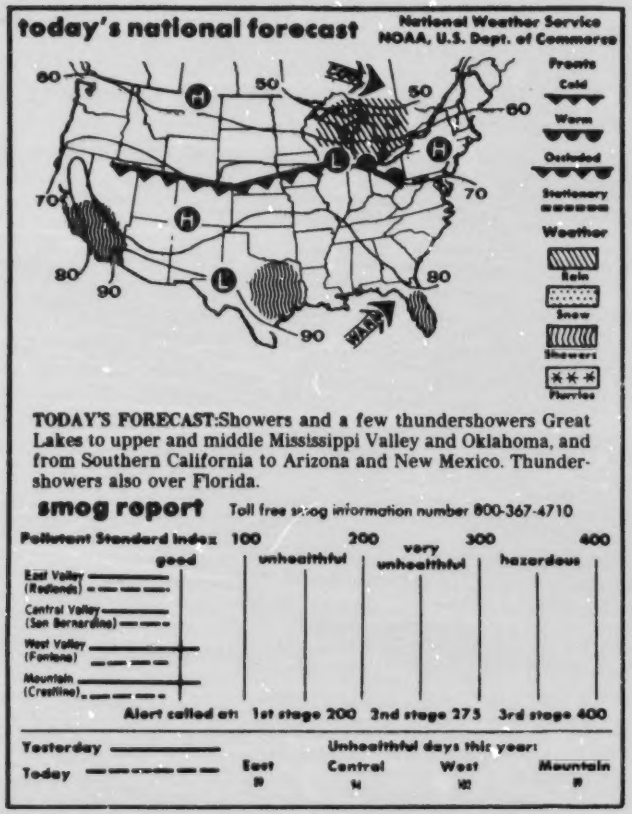
GOAL: To understand how individuals use community resources (including recreation, information, and transportation systems) to achieve a more satisfactory way of life.



The Sun, San Bernardino, CA

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Occupations that depend on weather conditions (farmer, migrant worker, telephone line worker, etc.); predicting weather; movement of weather system.

STEP 2

NEW LEARNING:

Listening Vocabulary: *stationary, pollutant, standard index, unhealthful, thunderstorm, predict.*

Tutor/Student Activities:

1. Read *forecast,* locate states mentioned on map.
2. Ask: What do the numbers on the map mean?
3. Teach key symbols for: *rain, snow, showers.* What's the difference between *rain* and *showers?*
4. Teach as sight words: *shower, cold, warm, rain, hazardous.*
5. Does the weather affect student's work? Use discussion as an experience story.
6.
7.

Additional Activities: (T/S)

1. Using local weather map, locate your city. Repeat the activities above as they apply.
2. Develop this subject over a series of lessons.

STEP 3

APPLIED: Independent Student Activities

1. Find weather map in local newspaper. Is the day's weather as was predicted?
2. Write down the day's high temperature for a week. Is it getting colder or warmer?

EXPANSION TOPICS for future lessons: Predicting weather, dressing appropriately for the weather, cost of clothing differing in different climates, high and low pressure and prediction of weather.

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GOAL: To understand how the structures of government and the functions of the legal system delineate rights and obligations.

AP photo

A national holiday

Coretta Scott King and singer Stevie Wonder embrace on the steps of the U.S. Capitol on Wednesday after President Reagan signed a bill making slain civil rights leader Martin Luther King's birthday a national holiday. Beginning in 1986, the holiday will be observed on the third Monday in January.

AP/Wide World Photo-Ron Edmond
Columbus Dispatch, Columbus, Ohio

STEP 1

EXPERIENTIAL: Discuss and relate to the student's experience: Developing knowledge of national holidays, uses of a calendar, history of the civil rights movement.

STEP 2

NEW LEARNING

Listening Vocabulary: national, embrace, observed

Tutor/Student Activities:

1. Read caption together.
2. Discuss meaning of picture according to caption.
3. Match cast of characters with description:

Stevie Wonder	Widow of Martin Luther King
Martin Luther King	President of U.S.A.
Coretta Scott King,	Entertainer and singer
President Reagan	Slain civil rights leader

4.
5.

Additional Activities: (T/S)

1. Cut a number of newspaper pictures and captions apart. Have your student match picture and caption.
2. Cut captions from photos. Have student make up a caption. Check against actual caption.

STEP 3

APPLIED: Independent Student Activities

1. Choose a picture that you like the most from a newspaper. Make a caption for it.
2. Find pictures in the newspaper that show sadness, happiness, anger.

EXPANSION TOPICS for future lessons: National holidays of other countries; U.S. religious holidays (Catholic, Protestant, Hebrew, Moslem).

GOAL: To understand how the structures of government and the functions of the legal system delineate rights and obligations.

Heed calls for council

With 50 women's groups representing 45,000 women demanding a women's advisory council, it's hard to see how the Alberta government can turn a deaf ear any longer.

The push for a women's council here has gone on for 11 years, and now has backing from groups as diverse as the Women of Unifarm to the United Nurses of Alberta. B.C. and Alberta are the only provinces without one.

The job of such a council would be to research and suggest solutions to the problems of Alberta women, and would cost anywhere from $30,000 to $2 million per year.

With only six female members in the legislature and an influential business elite that's male-dominated, there's a need for a body that can review legislation and programs from the perspective of 50 per cent of the population who are virtually left out of provincial decision-making.

Though women are the focus of this proposed council, the problems to be addressed have an impact on the whole social fabric of the province: wife-beating, rape, incest, pensions, day care, equal pay for work of equal value, part- time work and loss of traditional women's jobs through computerization, to name a few.

The government already spends almost $200,000 a year on the Alberta Women's Bureau, which acts strictly as an information agency under Advanced Education Minister Dick Johnston who also holds the portfolio for women's affairs. The bureau was set up 17 years ago to commemorate the 50th year of the women's franchise in Alberta.

Surely by now we're a step beyond merely trying to educate the public that women are persons, too. What's needed is not just studies, but action on problems that cry out for attention such as wife-beating and child abuse.

An advisory council, selected from a broad base of women's groups, could recommend action on social justice issues affecting women, both provincially and federally. Eventually it would work itself out of a job.

The international decade of the woman ends in 1984. The Alberta government should heed the united calls from women's groups and set up a council as a fitting and long overdue tribute to the decade.

Calgary Herald, Calgary, Alberta, Canada

43

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Power of organized women, specialized needs of women.

STEP 2

NEW LEARNING:

Listening Vocabulary: *council, adversary, diverse research, legislature, population.*

Tutor/Student Activities:

1. Read the article. Discuss the expression "turn a deaf ear."
2. Look at a Canadian map and locate Alberta and B.C. (British Columbia).
3. What would be the purpose of a Women's Council?
4. What percentage of Alberta's population is women?
5. Teach as pattern word: *heed*; as sight words: *problem, female, rape, wife, jobs.*
6.

Additional Activities: (T/S)

1. With student, locate Editorial Page. Discuss types of items on the Editorial Page.
2. Using list on page 00, underline opinion words in one item.

STEP 3

APPLIED: Independent Student Activities

1. Check with your library to find out the percentage of women in the population of your state.
2. Find a story in your newspaper that tells about abuse of women.
3. Write a short letter to the editor about your views on the abuse of women.

EXPANSION TOPICS for future lessons: Geography and government of Canada; protection of women and children.

GOAL: To understand how the structure of government and the functions of the legal system delineate rights and obligations.

Police Report

• Admits charge

• **Derrick Razor, 18, of the Elmira Correctional Facility admitted in Chemung County Court a charge of attempted promotion of prison contraband first degree Tuesday. He is to appear for sentencing Oct. 7.**

PULSEBEAT

Recorder's Court

Joan C. Thiel, 50, of 409 Race St. who was charged with resisting arrest Sept. 5 by city police had her case adjourned Tuesday for the public defender until Sept. 27. Police said Thiel tried to prevent them from arresting her daughter by hiding her in the attic.

Alicia Starkweather, 35, of 827 Roe Ave. who was charged with falsely reporting an incident had her case adjourned until Sept 13 for a diversion interview. She was charged with falsely reporting a fire at 759 Bonview St. Aug. 18.

Accidents: Tuesday at 9:35 a.m., Maple and Schuyler Aves. Truck driven by William G. White, 37 of 615 Goss Road and Orval J. Gardner, 92, of 957 Richard St. who was charged with unsafe turning procedure.

Monday at 11:21 a.m., Madison Ave. and Church St. Cars driven by Richard E. Bender, 53, of Chemung RD 1 and Holly J. Kilbourne, 56, of Lawrenceville RD 1 who was charged with ignoring a red light. Bender suffered bumps and bruises, but declined emergency treatment.

Thefts: Harry McClure of 221 Moss Hill Road, Horseheads, told city police that his hand calculator and four credit cards were taken from his coat while it was hanging on a coatrack in Suite 208, Mark Twain Apartments Monday between 8 a.m. and 1:15 p.m.

Elmira College officials told city police that sometime overnight Friday, someone took a $400 drier from the first floor laundry of Twin Towers Building A.

Shawn R. Banks, 19, of 521 Harper St. told city police someone entered her home through a front window and took a tape recorder valued at $85 and a haircare kit valued at $7 sometime between Saturday and Monday.

Shoplifting: Rene A. Edger, 23, was charged by city police with shoplifting about $10 of merchandise Monday about 7 p.m. from Foy's Drugs, 826 Erie St.

Assault: Vicki J. Fair, 17, of Alpine RD 1 told city police she was assaulted by two young men as she was walking near E. Church St. and Madison Ave. Monday about 8 p.m. She said her assailants hit her in the face and the back of the head. She sought treatment at St. Joseph's Hospital emergency room.

Star-Gazette, Elmira, NY

50

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Newspapers' right to publish police news, DWI reporting, police report.

STEP 2

NEW LEARNING

Listening Vocabulary: *assailant, admitted, theft, assault, resisting, adjourned, falsely, pulsebeat.*

Tutor/Student Activities:

1. Read report to student.
2. Teach as sight words: *police, prison, accident, charge.*
3. *Define "promotion of prison contraband" as "helping to get forbidden items into prison (i.e. knives, money, etc.)."*
4. How many accidents were reported? Where was the shoplifting done?
5.
6.

Additional Activities: (T/S)

Find police report in local paper and read with student.

Step 3

APPLIED: Independent Student Activities

1. Find a police report in your newspaper and underline unfamiliar words.
2. Write a paragraph that could appear in the police report.

EXPANSION TOPICS for future lessons: Crime prevention, safety rules, citizens' rights.

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GOAL: To understand how the structures of government and the functions of the legal system delineate rights and obligations.

Thurs., Oct. 20, 1983

League, DNI to publish 'Voters Guide' on Nov. 1

The Dayton Area League of Women Voters, in conjunction with Dayton Newspapers, Inc., will publish a 32-page "Voters Guide" in the Nov. 1 editions of *The Dayton Daily News* and *The Journal Herald.*

The voters' guide will outline state and local issues on the Nov. 8 ballot as well as list the candidates in contested races in Montgomery and western Greene counties.

In addition, a television show co-produced by the league and WHIO-TV will be aired Sunday, Nov. 6, at 11:30 p.m., and Monday, Nov. 7, at 6 p.m. The show will have speakers debating the pros and cons of state Issues 2 and 3.

WHIO-AM radio will also carry a half-hour discussion on the same topics on Nov. 6 at 10 p.m. and WHIO-FM will carry the discussion at 7 a.m. Nov. 6.

The league also has an "Election Hotline" in effect weekdays from 9 a.m. to 3 p.m. through Election Day. Questions regarding ballot issues, polling places, election procedures and candidates will be answered at 228-4041.

The league also has a speakers bureau.

Dayton Daily News, Dayton, Ohio

47

52

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Electoral system, political parties, qualifications for voting, registering to vote.

STEP 2

NEW LEARNING:

Listening Vocabulary: *publish, edition, issues, ballot, candidate, debate.*

Tutor/Student Activities:

1. Read the article with your student.
2. Re-read the first paragraph and ask the student *who* is going to do *what* and *when.*
3. *When* will the television show be on the air?
4. *Which* radio station will carry a discussion on Nov. 6? What time of day?
5. Teach "Hotline" as a compound word.
6.

Additional Activities: (T/S)

1. Find a political cartoon. Discuss the use of humor in political cartoons.
2. Have student tell you the meaning of the cartoon. Use for a language experience activity.

STEP 3

APPLIED: Independent Student Activities

1. Where is your polling place located?
2. Cut out a political cartoon you like from the newspaper.
3. Cut out a political ad from the paper. What is being promised?

EXPANSION TOPICS for future lessons: Citizen involvement in government, importance of registration, weighing candidate's views and promises, the role of the League of Women Voters.

53

GOAL To understand how the structures of government and the functions of the legal system delineate rights and obligations.

Making sure evil tricks don't spoil the treats

In Oakland it's the Pumpkin Patrol, off-duty police officers who don orange windbreakers and take to the streets Halloween night.

In San Rafael, police visit all the schools a few days before Halloween and hand out cards — decorated with witches, pumpkins and black cats — that list suggested precautions for trick-or-treaters.

The Contra Costa County sheriff warns that "not all goblins are small children in costumes."

As Halloween approaches, Bay Area law enforcement agencies are warning parents and youngsters to take a number of precautions — most of them aimed at keeping tainted candy out of the hands of children and preventing accidents as youngsters walk the darkened streets.

Last year, cases of tampered treats were reported throughout the Bay Area.

In San Francisco, needles were discovered in Tootsie Rolls, and razor blades were discovered in apples.

In Foster City, drugs were found in candy.

And in Vallejo, Milk Duds were laced with a cleaning agent.

Nearly all Bay Area police departments plan to have extra people on duty in residential neighborhoods next Monday night — believing that a visible police presence stops many problems before they begin.

Sgt. Bob Foster, a member of the board of directors of the Oakland Police Officers Association — the primary sponsor of the Pumpkin Patrol — said that since the Pumpkin Patrol appeared three years ago, instances of tampered candy have "dropped off dramatically.... In fact, we've had an effect on the general crime problem. Crime has just about stood still."

The Pumpkin Patrol consists of about 70 off-duty police and normally attracts several hundred citizen volunteers.

The San Rafael Police Department is typical of many area forces in sending officers out to schools.

San Francisco Examiner, San Francisco, CA

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Halloween customs, mentally disturbed people, customs similar to "trick and treat" in other countries, importance of visibility of night.

Listening Vocabulary: *windbreakers, decorated, goblins, approach, enforcement, precaution, tainted, tampered, don, residential.*

Tutor/Student Activities:

1. Read article. Identify the *Who?, What?, When?, Where?,* and *How?* of the story.
2. What might be on the card the San Rafael police hand out?
3. What were some of the dangerous things in the Halloween treats?
4.
5.

Additional Activities (T/S)

1. If your community has a Neighborhood Watch, get some of its materials.
2. Select an article on police and public relations activities and use it as a basis for a lesson.

STEP 3

APPLIED: Independent Student Activities

1. Look in your paper for a story about Halloween dangers. What is your town doing about them?
2. Are Halloween parties a better idea than "trick or treating"?

EXPANSION TOPICS for future lessons: Poison control, highway safety; off-duty police as protectors.

BEST COPY AVAILABLE

GOAL: To understand how the structures of government and the functions of the legal system delineate rights and obligations.

Democrat and Chronicle

Ain't nothin' but a deputy

Sgt. Richard Moffett and Cyrano smiling after the bloodhound's appointment this summer as a tracker for the county sheriff's department. Cyrano is the first bloodhound in the department since 1971. Moffett and Cyrano helped in the fruitless search yesterday for a kidnapping suspect. Story, **6B**.

Democrat and Chronicle, Rochester, NY

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Government protection agencies, role of dogs in police departments, asking aid of the police.

STEP 2

NEW LEARNING

Listening Vocabulary: *fruitless, tracker, suspect.*

Tutor/Student Activities

1. Read caption together.
2. Tell a brief version of the story of Cyrano De Bergerac to tie in the dog's name.
3. Teach as sight word: *help.*
4. Teach abbreviations for Sergeant (Sgt.), Lieutenant (Lt.), Captain (Capt.)
5.

Additional Activities: (T/S)

1. Teach and write the number of the local police station.
2. Role play a telephone conversation of student calling the police for help.

STEP 3

APPLIED: Independent Student Activities:

1. List the times you might need to call the police for help.
2. In your newspaper, find a story of police helping someone.

EXPANSION TOPICS for future lessons: Characteristics of different breeds of dogs, substance abuse, kidnapping, law enforcement as a profession.

BEST COPY AVAILABLE

GOAL: To understand how the structures of government and the functions of the legal system delineate rights and obligations.

Ban is proposed on strikebreakers to stop violence

Paul Walter, president of the 6,800-member Metropolitan Toronto Police Association, has advocated legislation to prohibit strikebreaking.

The head of the union representing the police made his comments in the wake of an injury to a police officer at the Toronto Star Wednesday when a truck driven by a contract driver struck the officer.

Mr. Walter said in an interview that strikebreaking is the prime cause of confrontation and physical violence on picket lines.

"It is unfortunate that police officers have to intervene while management peers out the window watching pickets and police defend themselves."

Mr. Walter said the officer who was injured at the Star would not have been hurt if strikebreakers were banned from crossing picket lines.

The Government should enact legislation that would be as fair to employees as to employers, he said. "The present legislation is balanced tremendously in favor of employers."

The police association has aligned itself with the rest of the labor movement in a coalition that includes public sector unions, other associations and the Ontario Federation of Labor in a campaign against public sector wage controls.

The association took a full-page advertisement in Friday's Toronto Sun condemning the controls as "a cynical attempt by the government to avoid its responsibilities."

Globe and Mail, Toronto, Ontario, Canada

STEP 1

EXPERIMENTAL: Discuss and relate to student's experience: Role of unions, violence on picket lines, legislation, striking.

Listening Vocabulary: *ban, strikebreaking, advocate, legislation, prohibit, picket, violence.*

Tutor/Student Activities:

1. Who is asking for a law to stop strikebreaking? Why? Discuss.
2. Why do workers join unions? Why do they go on strike?
3. Explain to the student what a direct quote is, and that it is set off in a story by quotation marks.
4.
5.

Additional Activities: (T/S)

1. Find a story about a union and/or a strike in your paper. Analyze it using the 5 W's and H: *Who?, What?, When?, Where?, Why?* and *How?*

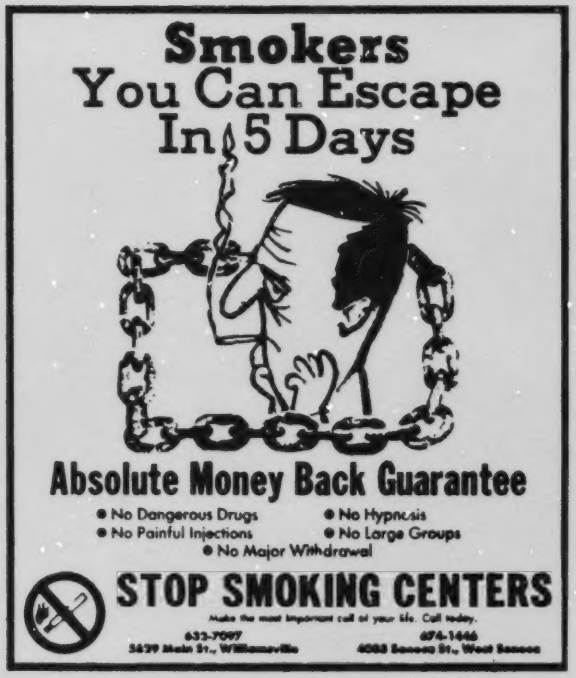
STEP 3

APPLIED: Independent Student Activities

1. Talk to someone who is in a union and find out what that person thinks of Mr. Walter's idea.
2. Write a paragraph telling why you think a law against strikebreaking is a good idea or a bad idea.
3. Find a headline that mentions unions.

EXPANSION TOPICS for future lessons: union development over the years; how a law is made in the United States; dangers confronting public servants (firemen, road workers, etc.).

GOAL: To understand the principles and practices that lead to good mental and physical health.



Buffalo Evening News, Buffalo, NY

STEP 1

EXPERIMENTAL: Discuss and relate to student's experience: Display ads, smoking, establishing/breaking habits, pollution.

STEP 2

Listening Vocabulary: *Guarantee, group, dangerous, injection, withdrawal.*

Tutor/Student Activities:

1. Read the display ad together.
2. Discuss the significance of the chain and the international "no smoking" symbol. Mention other international symbols.
3. What does "absolute money back guarantee" mean?
4. Teach as sight words: *escape, important, pain, drug.*
5.
6.

Additional Activities: (T/S)

1. Find two display ads in the newspaper. Discuss and ask questions as appropriate.
2. Look in the local newspaper for stories of fires caused by smoking. Use *who, what, when, where, why* and *how* (5 W's plus H) analysis.

STEP 3

APPLIED: Independent Student Activities

1. List three reasons for not smoking.
2. Make up an ad to stop someone from smoking.

EXPANSION TOPICS for future lessons: Health hazards of smoking, annoyance to others, expense of smoking.

GOAL: To understand the principles and practices that lead to good mental and physical health.

Pittsburgh Press, Pittsburgh, PA

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Medication, use of coupons, kinds of coupons, reading instructions on coupons.

STEP 2

NEW LEARNING

Listening Vocabulary: *pharmacy, maximum, prescription, valuable, discount.*

Tutor/Student Activities:

1. Read coupon. Teach simple math computations: ½ of $2.00, $5.00, $10.00.
2. Teach opposites: *maximum/minimum, most/least, include/exclude.*
3. Teach prefix *ex-*
4.
5.

Additional Activities: (T/S)

1. Cut three coupons from newspaper, two store coupons, one manufacturer's coupon.
2. Write grocery list, using newspaper coupons from store ad.

STEP 3

APPLIED: Independent Student Activities

1. Copy directions from any prescription medicine bottle you have at home and bring to next session.
2. Cut out four food coupons from newspaper. How much money would you save?

EXPANSION TOPICS for future lessons: Comparison shopping, budgeting, wise use of coupons, medication, phone number of doctor and pharmacy.

GOAL: To understand the principles and practices that lead to good mental and physical health.

Wellness program cuts insurance cost

*Gazette*Northwest Bureau

GLENDALE — A voluntary health-evaluation program for employees helped Glendale cut its medical insurance premiums for 1984 by $84,000.

Medical claims for city employees dropped by 20 percent during the year that the Health Evaluation and Longevity Program, or H.E.L.P., has been in operation. The claims reduction has meant the insurance premiums, originally expected to increase by 28 percent for 1984, will rise 22 percent, providing a savings of $84,000.

The Glendale City Council appropriated $20,000 last week to continue H.E.L.P., which has drawn interest from other cities throughout the country. Glendale is the only city in Arizona that has the program.

The wellness program is available to all city employes and elected officials.

During the first year, Health Advance Services Inc. conducted physical examinations for 456 Glendale employees, about 54 percent of the work force.

The voluntary program maintains confidentiality for the employees. Only general statistics are available to the city.

Councilman Dillis Ward said during last week's meeting that at least two city employees had serious health problems detected in early, treatable stages. One was diagnosed as having diabetes and the other employee had malignant melonoma, skin cancer.

"This health-evaluation program offers follow-up medical care for risk situations, and counseling is provided to help employees become healthier and lead a happier lifestyle. This program achieves true cost containment by avoiding the costs of medical care, not shifting them," Ward said.

In the second phase of H.E.L.P., a nurse practitioner will be available at city locations five days a month to discuss employees' minor medical problems. She will help employees set up programs for stress management, weight control or to stop smoking.

Follow-up services such as checking high blood pressure or redoing tests that originally had abnormal results will be provided for all employees who participated in the wellness program during the past year.

A comprehensive physical examination and health evaluation will be available to employees entering the program for the first time.

Phoenix Gazette, Phoenix, AZ

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Health insurance, physical checkup (details), illness prevention.

STEP 2

NEW LEARNING

Listening Vocabulary: *insurance premiums, appropriatod, confidentiality, containment, stress management, abnormal.*

Tutor/Student Activities:

1. Read article. How does the HELP program save the Glendale city government money? How much money was saved?
2. What will the nurse practitioner do?
3. Provide an application for health insurance and read the form with the student.
4.
5.

Additional Activities: (T/S)

1. Find an ad for health insurance in the newspaper.
2. Find a classified ad for a job that mentions health insurance.

STEP 3

APPLIED: Independent Student Activities

1. Fill out the health insurance form and bring it to the next session.
2. Find an ad for health insurance in the newspaper.

EXPANSION TOPICS for future lessons: Free health services provided by the community, discussion of sports that encourage health, Medicare and Medicaid.

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GOAL: To understand the principles and practices that lead to good mental and physical health.

Hungry? You may need a fix

Addicted to food? Some food allergy specialists say it is common for people to crave the foods that make them most ill.

"What we're discovering is that the foods you are allergic to are the foods that you may crave the most," says Dr. James Braly, an allergist in Encino, Calif.

He explains that the foods you are allergic to cause your body stress. In response to that stress, the brain produces chemicals that create "a natural high."

"In some cases, the high is equal to that from drugs," says Braly. He says it's this physiological reaction that gets some people hooked on food.

"People with strong food cravings — for sweets and fats, for example — may be just getting the fix they need. If they don't eat these foods, they will suffer withdrawal. I've seen people have psychotic reactions after giving up a food addiction," says Braly.

Dr. Marshall Mandell, a Norwalk, Conn., allergist also thinks that people develop allergies to the foods they crave be-

"When we eat a food over and over again, several times a day, day after day, our bodies can become biologically addicted to that food and crave it," says Mandell.

Mandell thinks that most people with food allergies also have food addictions. They come to depend on certain foods to keep withdrawal symptoms at bay. Those symptoms can include head and stomach aches, respiratory problems, joint pain, fatigue, sleeping problems and depression.

Mandell also thinks that food addicts are more likely to be overweight. In a new book, *The Mandells' It's Not Your Fault You're Fat Diet* (Harper & Row), he argues that food allergy/addiction leads many people to compulsive eating. Wheat addicts, for example, may binge on donuts and cake.

How do you break your food habit? Cold turkey — giving up the foods you crave after they have been identified — is the best way, say these food allergists. You may be able to eat small amounts of the foods you used to crave after you have gone without them for a while.

By Steven Findlay

U.S.A. TODAY, Arlington, VA

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Food cravings, allergies, habits, diets, sweets, allergic symptoms.

STEP 2

NEW LEARNING

Listening Vocabulary: *addicted, allergy, specialist, explain, response, chemical, physiological, reaction.*

Tutor/Student Activities:

1. Using the 5 W's and H, have the student identify what the article is about.
2. Discuss the foods the student enjoys most. How often does he/she eat them?
3. Teach *allergy, allergic, allergist.*
4. Is there any food that the student is allergic to?
5. Discuss allergic symptoms with the student.
6.
7.

Additional Activities: (T/S)

1. Find a diet in the newspaper and discuss the foods mentioned.
2. In the newspaper comic, *Garfield*, is he on a diet or does he eat all the time?

STEP 3

APPLIED: Independent Student Activities

1. Find an article about drug addiction in your newspaper.
2. If you are allergic to any food, how does it make you feel? Write it down.

EXPANSION TOPICS for future lessons: Substitution of foods that agree with you, popular diets, health advice columns.

BEST COPY AVAILABLE

SOUR CREAM APPLE SQUARES

2 cups all-purpose flour
2 cups packed brown sugar
½ cup butter, softened
1 cup chopped pecans
1 teaspoon cinnamon
1 teaspoon soda
½ teaspoon salt
1 cup dairy sour cream
1 teaspoon vanilla
1 egg
2 cups peeled and finely chopped apples

In large mixing bowl, combine flour, sugar and butter; blend at low speed until crumbly. Stir in pecans. Press 2¾ cups crumb mixture into ungreased 13-by-9-inch pan. To remaining mixture, add cinnamon, soda, salt, sour cream, vanilla and egg; blend well. Stir in apples. Spoon evenly over base. Bake at 350°F for 25 to 35 minutes or until toothpick inserted in center comes out clean. Cut into squares. Can be served with whipped cream or ice cream, if desired.

Clarion-Ledger, Jackson,MS

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Baking, using recipes.

STEP 2

NEW LEARNING:

Listening Vocabulary: *pecans, cinnamon, purpose, softened, vanilla, combined, inserted, desired, ingredients, dairy.*

Tutor/Student Activities:

1. Read the recipe. Ask the student to read the ingredients.
2. Ask the student to number the seven steps in the recipe.
3. Teach as a pattern word: *chopped;* teach prefix *un-*.
4. In which section of the newspaper would you be likely to find recipes?
5.
6.

Additional Activities: (T/S)

1. Find out the price of pecans at the supermarket. Are walnuts cheaper?
2. Select a recipe from the newspaper and double it.
3. Which spices are mentioned in the recipe?
4. Double the ingredients for "Sour Cream Apple Squares."

STEP 3

APPLIED: Independent Student Activities

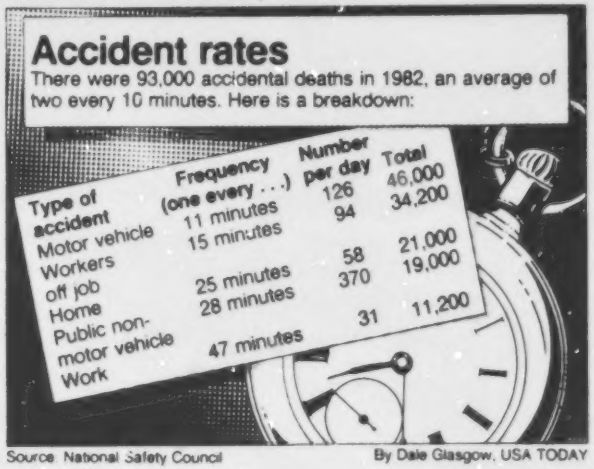
1. Bring a newspaper recipe for a dessert to the next session.
2. What is baking soda?

EXPANSION TOPICS for future lessons: Healthy desserts, following directions, historical importance of spices, apple varieties.

GOAL: To understand the principles and practices that lead to good mental and physical health.

USA SNAPSHOTS

A look at statistics that shape the nation



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USA TODAY, Arlington, VA

STEP 1

EXPERIENTIAL: Discuss and relate to the student's experience: Accidents, accident prevention, value of charts.

STEP 2

NEW LEARNING:

Listening Vocabulary: *average, vehicle, breakdown.*

Tutor/Student Activities:

1. Read the accident chart together.
2. Teach as pattern word. *rate*; as sight words: *accident, minute, public, number, death.*
3. Ask: How many kinds of accidents are included in the chart?
4. Explain the Workman's Compensation Law.
5. Ask: Which type of accident happened most often?
6.
7.

Additional Activities: (T/S)

1. Use a chart or graph from the local newspaper, report the above activities as appropriate.
2. Find an account of an accident in the newspaper. Cut the headline and story apart. After reading only the headline, ask the student to tell you what the story might be about. Read news story.

STEP 3

APPLIED: Independent Student Activities

1. List three ways you might prevent driving accidents.
2. Find a chart in your newspaper.
3. Underline the words you know in the chart.

EXPANSION TOPICS for future lessons: Reading charts for information, safety equipment, car care to prevent accidents, math.

GOAL: To understand the variety of social customs in the United States and to enable the student to locate the information in the newspaper.

800 hit the pavement in area's fifth annual walk against hunger

By KAY STEWART
Courier-Journal Staff Writer

On a perfect day for a walk, 800 adults, teen-agers and children — some on roller skates, some in strollers, and some with big, loud cassette players — took a hike over Louisville's sidewalks yesterday.

As a result, a lot of hungry people in the metropolitan area and the African country Zimbabwe will get some food.

By covering 6.2 miles — from the University of Louisville's Belknap Campus to the Riverfront Plaza/Belvedere and back — the group raised $14,182.93 in pledges from churches, businesses, charitable organizations and individuals.

That made the 5th annual Louisville United Against Hunger walk the most successful.

Half of the money will be donated to Dare to Care Inc., a non-profit agency that expects to distribute food to more than 70,000 hungry people this year in the metropolitan area, including Southern Indiana.

The other half will go to Coordination in Development Inc., a non-profit group that will use the money for a gardening project to feed hungry people in Zimbabwe.

Courier-Journal, Louisville, KY

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STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Nutrition; volunteering; group walking for awareness or protest; hunger in the world.

STEP 2

NEW LEARNING

Listening Vocabulary: *metropolitan, African, pledge, charitable, individuals, donated, distribute, non-profit.*

Tutor/Student Activities:

1. Teach as pattern word: *hike;* as sight words: *sidewalk, church, business.*
2. Explain to student that each walker asks friends to pledge a certain amount of money for each mile he or she walks.
3. Give the student a map of Africa. Explain that Africa is a continent and Zimbabwe is one country on that continent.
4. What were some other good results from the walk beside raising money? Discuss.
5.
6.

Additional Activities: (T/S)

1. Look through local newspapers for fund-raising events.
2. Using the city bus map, make up a route for a Walk that would avoid the most traffic.

STEP 3

APPLIED: Independent Student Activities

1. List the types of foods which should be bought with the money the Walkers raised?
2. What should be bought for the gardening project in Zimbabwe? List.
3. Where would hungry people in your community go to find free food? List them.

EXPANSION TOPICS for future lessons: The seven continents, habits and customs of other lands, food and climate in Africa, combating hunger with food projects such as home gardens, conserving food.

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GOAL: To understand the principles and practices that lead to good mental and physical health.

HELD OVER!
Offer ends 8:00 p.m. Wednesday
Elaine Powers
HIT IT BELOW THE BELT SALE!
We're having a Special on hips, thighs, fannies, legs and waistlines.
For only $36, Elaine Powers is going to give you 4 months of fantastic Powercise workouts and 4 months of new diet and nutritional programs and 4 months of circuit weight training on specialized equipment.
After 4 months of all that, you'll be able to really fight fat. Because with Elaine Powers on your side, you can hit it below the belt... the same way it hits you.
Elaine Powers HIT IT BELOW THE BELT SALE!
4 MONTHS FOR ONLY $36
Hurry, this offer ends soon.
Bring in this coupon or call the Elaine Powers nearest you.
Elaine Powers The First Woman of Fitness™
Call now and ask about our new Powercise program.
•LOGAN CENTER
3222 S. Logan
Lansing
882-5757
•JACKSON
1132-L Paka Plaza
787-2216
Good at all participating salons
•2767 E. GRAND RIVER
Between Lee Wards & Outer Limits
E. Lansing
351-3410

Lansing State Journal, Lansing, MI

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Weight loss for health, weight reduction programs, importance of maintaining ideal weight, cost of weight reduction programs.

STEP 2

NEW LEARNING:

Listening Vocabulary: *thighs, fantastic, nutritional, circuit, guarantee.*

Tutor/Student Activities:

1. Read the ad to the student and ask what the expression "Hit below the belt" means.
2. Ask if student has ever been in a weight reduction program. Was it a success?
3. Will exercise alone make you lose weight?
4. Teach as sight words: *diet, weight, month, special.*
5.
6.

Additional Activities: (T/S)

1. Look for weight reduction programs in your newspaper.
2. How much money would you be paying by the month in the weight reduction program?
3. Does the ad guarantee that you will lose weight?

STEP 3

APPLIED: Independent Student Activities

1. Look for ads for losing weight.
2. Figure out the cost per month. If you wanted to lose 25 pounds, how long would you have to go?

EXPANSION TOPICS for future lessons: Value of a planned weight reduction program, diet, four food groups, exercise.

BEST COPY AVAILABLE

GOAL: To understand the variety of social customs in the United States and to enable the student to locate the information in the newspaper.

For the record

Soccer

Major Indoor Soccer League
EASTERN DIVISION

Team	W	L	Pct.	GB
Cleveland	7	1	875	—
Blast	6	3	667	1½
Pittsburgh	3	3	500	3
Memphis	4	4	500	3
Buffalo	4	5	444	3½
New York	4	5	444	3½

WESTERN DIVISION

Team	W	L	Pct.	GB
St. Louis	5	3	625	—
Kansas City	4	3	571	½
Los Angeles	3	3	500	1
Wichita	3	4	429	1½
Phoenix	3	5	375	2
Tacoma	1	8	118	4½

Wednesday's scores
Open date
Yesterday's score
Open date
Where they play today
Blast at Memphis
Buffalo at New York
Tacoma at Pittsburgh
St. Louis at Kansas City
Phoenix at Los Angeles

NORTH AMERICAN SOCCER LEAGUE
INDOOR SEASON
Wednesday's score
San Diego 7, Tampa Bay 3
Yesterday's score
Golden Bay at Vancouver
Where they play today
Open date
Tomorrow's games
Tulsa at Cosmos
Chicago at Tampa Bay
Vancouver at San Diego

Calendar

Horse racing
LAUREL Race Course, first race, 12:30 p.m.
CHARLES Town (W.Va.) Turf Club, first race, 7:15

PENN National, Grantville, Pa., first race, 7:35

Harness racing
ROSECROFT Raceway, Oxon Hill, first race, 7:30

College basketball
UMBC Roy Rogers Classic, (UMBC, Coppin State, Morgan State and Spring Garden), UMBC Fieldhouse, 7 p.m. and 9 p.m.
UMES in Monmouth (N.J.) Invitational, 7 p.m.
WILD Goose Classic, Washington College vs. Christopher Newport and Frostburg State vs. York at Chestertown, 6:15 p.m. and 8:15 p.m.
BOWIE State in Radford Tournament, 7 p.m.
Prep basketball
BELTWAY Classic (DeMatha, Dunbar, Calvert Hall, Cardinal Gibbons, Archbishop Carroll and Tolentine), Towson Center, 4:30 p.m, 6:30 p.m and 8:30 p.m

Basketball

National Basketball Association
EASTERN CONFERENCE
Atlantic Division

Team	W	L	Pct.	GB
Philadelphia	15	4	789	—
Boston	15	6	714	2

Hockey

National Hockey League
WALES CONFERENCE
Patrick Division

Team	W	L	T	GF	GA	Pt
N.Y. Rangers	17	9	4	125	107	38
N.Y. Islanders	18	9	2	127	103	38
Philadelphia	16	9	3	120	99	35
Washington	13	15	2	102	111	28
Pittsburgh	6	19	3	87	119	15
New Jersey	5	21	1	78	127	11
Adams Division						
Boston	18	7	2	131	83	38
Buffalo	16	10	3	114	107	35
Quebec	16	11	3	146	105	35
Montreal	13	15	1	112	117	27
Hartford	11	13	2	98	107	24

The Sun, Baltimore, MD

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Variety of sports, sports writers, sports verbiage, seasonal sports.

STEP 2

NEW LEARNING

Listening Vocabulary: *major league, division, calendar.*

Tutor/Student Activities:

1. Read the sports column together.
2. What is the student's favorite spectator sport?
3. What is the student's favorite active sport?
4. In what season do professionals play football? Baseball? Hockey?
5. What do points mean in hockey?
6. What is harness racing?
7.
8.

Additional Activities: (T/S)

1. Locate a sports calendar in your newspaper.
2. Go with your student to a game of his/her choice.

STEP 3

APPLIED: Independent Student Activities

1. Write five words used in baseball (or football) and their meanings.
2. Get a book from the library about a famous sports star and bring it to the next session.
3. Match the following names to the sports they made famous:

Harlem Globetrotters	Football
Washington Redskins	Baseball
Green Bay Packers	Basketball

EXPANSION TOPICS for future lessons: Good sportsmanship, salaries of sports stars, qualities needed for superior sports performance.

BEST COPY AVAILABLE

GOAL: To understand the variety of social customs in the United States and to enable the student to locate the information in the newspaper.

Lend-A-Hand Day is Friday

Friday is Lend-A-Hand Day, when money collected from the sale of the *Democrat and Chronicle* and *The Times-Union* will be used to help others.

About 2,800 volunteers — 700 more than last year — will hawk newspapers. Lend-A-Hand Day has been sponsored by the Gannett Rochester Newspapers since 1965.

Money in the Lend-A-Hand Fund provides one-time assistance to families and individuals in crises when no other charities or agencies are available. Last year, $86,864 was raised.

A preview of Friday's activities will be telecast at 7:30 p.m. tomorrow on WXXI-TV, Channel 21.

Democrat and Chronicle, Rochester, NY

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Contact with volunteers, agencies staffed by volunteers, community efforts for good.

STEP 2

NEW LEARNING:

Listening Vocabulary: *collected, hawk, sponsored, assistance, crisis, charities.*

Tutor/Student Activities:

1. Many people in the United States volunteer to help others. In this story, volunteers sell newspapers and the money they make will be used for families in need. Ask: Do you know of any other volunteers?
2. How many volunteers sold newspapers last year?
3. Teach as a pattern word: *lend.*
4.
5.

Additional Activities: (T/S)

1. Check for "Volunteers Needed" column in the newspaper. What kind of volunteer work is needed?
2. Find a news story involving volunteers in the newspaper.

STEP 3

APPLIED: Independent Student Activities

1. List any volunteering you have done.
2. List those times which could be called "crisis."
3. "Lend-a-Hand" is an American expression meaning to help someone. Write two other American expressions that do not mean exactly what they say. An example is: "Best foot forward."

EXPANSION TOPICS for future lessons: Need for volunteers, old-time volunteering (barn raising and quilting bees), personal satisfaction of volunteering.

GOAL: To understand the variety of social customs in the United States and to enable the student to locate the information in the newspaper.

Road building crew cited for 'beautiful job'

So many uncomplimentary remarks have been written about the construction on Raymond Road that we feel compelled to write in defense of the crew of workmen.

We have lived on Raymond Road for 35 years. As Jackson grew, the traffic increased, until there were times when we could not get out of our driveway unless a motorist stopped and let us out. We travel Raymond Road every day, we trade with the stores that are on Raymond Road and the ones on Shady Lane in our neighborhood, and never once did it take us more than five minutes out of our way to get to any of the stores. We were never completely blocked from any of them.

We watched the men work in 95-degree heat, when some motorists were just driving through looking. Several times we saw the machine operators have to pull over and let a motorist pass, and each time this happened, it delayed the work a few minutes. There were only a couple of nights that we were not able to put our cars in our driveway. We saw the men work late in the afternoon so that we would not be inconvenienced any more than was really necessary. All of the crew was always courteous and accommodating.

Now that the work is completed, we would like to say "thank you" to the construction crew for a beautiful job we think was well done.

ALVIA AKERBERG
HELEN & E.J. THOMPSON
Jackson

Clarion-Ledger, Jackson, MS

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Letter writing, expressing praise or anger.

STEP 2

NEW LEARNING

Listening Vocabulary: *construction, compelled, defense, motorist, accommodating.*

Tutor/Student Activities:

1. Explain to the student that anyone can write to the "Letters" column in the newspaper. This letter was written to express thanks for a job well done on road construction.
2. Teach as sight words: *traffic, driveway, neighborhood;* teach *travel, heat* as pattern words. Work on *-ed* endings in *increased, blocked, completed.*
3. Teach the root word *compliment* and explain the *-un* prefix.
4.
5.

Additional Activities: (T/S)

1. With your student, find a letter to the editor in your newspaper. Discuss letter with student.
2. Choose one issue about which the student feels strongly and work with him/her to compose a letter to the editor.

STEP 3

APPLIED: Independent Student Activities

1. Look at the editorial page of your newspaper for one week.
2. How many letters to the editor in your newspaper are signed? Why would anyone not sign his/her name to a letter?

EXPANSION TOPICS for future lessons: Self-expression, defending a point of view, composition of letters.

GOAL: To understand the variety of social customs in the United States and to enable the student to locate the information in the newspaper.

Something Personal

Homecoming queen

Glenna Willey, Times' correspondent for Caldwell, reports.

Sarah Vincenzo, daughter of Lore Vincenzo Dver of Caldwell, was crowned Caldwell High School's 1983 Homecoming Queen by Rhonda Minosky, 1982 homecoming queen.

Anniversary 'belling'

Mr. and Mrs. Glen W. Sprague of Vincent Rt. 1 recently celebrated their 40th wedding anniversary. They were given a "belling" by the members of the Barlow Fire Department, friends and family. A dinner was given at the couple's home after the belling.

Commended Student

Ann E. Wheatley, daughter of Mr. and Mrs. Larry J. Wheatley of 900 West Virginia Ave., Parkersburg, has been designated as a Commended Student in the 1984 National Merit Scholarship Program.

In making the announcement, Ronald Kincaid, principal of Parkersburg High School, said she placed in the top 5 percent of the more than 1 million participants in the 29th annual Merit Program. He added that although commended students will not receive further consideration for merit scholarships, they have demonstrated unusual academic promise and will be honored with letters of commendation.

Marietta Times, Marietta, OH

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Personal news columns: weddings, deaths, parties.

STEP 2

NEW LEARNING:

Listening Vocabulary: *Personal, celebrated, couple, commended, announcements, participate, consideration, demonstrated, commendation.*

Tutor/Student Activities:

1. "Homecoming" is celebrated in many schools in the fall and is usually marked by a football game and a formal dance. A popular girl is chosen as the "Queen" of the event. What makes a girl popular?
2. Wedding anniversaries are celebrated in many ways in the United States. Ask the student to tell you what he/she thinks a "belling" is.
3. Explain the National Merit Scholarship program. Can the student tell you what percent get the top scores? What is 5/ of 1 million? Will the student win a National Merit Scholarship?
4. Teach as sight words: *student, wedding, daughter.*
5.
6.

Additional Activities: (T/S)

1. Locate the personal news section of your newspaper. Read with student.

STEP 3

APPLIED: Independent Student Activities:

1. Find a personal column in your local newspaper and write the *who, what, when, where,* of one item.
2. Write a paragraph for a "Personal" column about a party you might have had. Remember the 5 W's.

EXPANSION TOPICS for future lessons: Reporting news, importance of names in the news, milestones in a person's life.

GOAL: To understand the variety of social customs in the United States and to enable the student to locate the information in the newspaper.

Weddings

Barnes, Wilson

Miss Theaesther Wilson and Freddie K. Barnes Jr. were married Nov. 26 in Friendship Baptist Church. The Rev. Marion S. Simmons officiated.

The bride is a daughter of Mr. and Mrs. Joseph Wilson. The bridegroom is a son of Mr. and Mrs. Barnes of Rock Hill.

Miss Willette Snowden was maid of honor. Mrs. Jacqueline D. Crenshaw was matron of honor. Best man was Antonio Barnes.

The bride attended Winthrop College.

The bridegroom graduated from Rock Hill High School. He is owner of Hair Styles Unlimited Beauty Salon.

The couple will live in Rock Hill.

News & Courier/Evening Post, Charleston, SC

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Wedding customs, costs, common-law marriages, civil ceremonies, divorces.

STEP 2

NEW LEARNING:

Listening Vocabulary: *officiated, attended, graduated.*

Tutor/Student Activities:

1. Read the wedding story to the student and ask him/her to identify who, what, when, where from the information given.
2. Discuss the custom of having a maid of honor, matron of honor, and best man.
3. Where did the bride attend college? What is the groom's business?
4. Teach as pattern words: *bride, maid.*
5.
6.

Additional Activities: (T/S)

1. Find the report of marriage licenses issued in the local newspaper.
2. Locate stories about weddings in the newspaper and cut out any stories about weddings held in unusual places, such as a night club, top of a mountain, stage, etc.

STEP 3

APPLIED: Independent Student Activities

1. If you are married, write a news story about your wedding for your local newspaper.
2. Make a list of wedding customs such as throwing rice on the bridal couple.
3. Where would you go for a wedding license?

EXPANSION TOPICS for future lessons: Expenses of a wedding, wedding customs in other countries, the functions of the license.

GOAL: To understand the variety of social customs in the United States and to enable the student to locate the information in the newspaper.

Obituaries

Anita L. Reister

Rosary services for Anita L. Reister, 64, of 8123 Queen St., Boise, who died on Friday, Sept. 30, 1983, in a local nursing home, will be recited on Tuesday, Oct. 4, at 7 p.m. in the Alden-Waggoner Chapel. Mass of the Christian Burial will be celebrated on Wednesday, Oct. 5, at 10 a.m. at St. Marks Catholic Church with the Rev. Raymond Peplinski as celebrant. Concluding services will be at Williams, Calif.

She was a member of St. Marks Catholic Church.

Survivors include her husband of Boise; two sons, Russell Anderton in Texas and Steven Anderton in Utah; a brother, Tony Luna of Los Angeles; a sister, Bertha Ramires of West Covina, Calif.; and three grandchildren.

Friends may call at the Alden-Waggoner Chapel today from 5 to 9 p.m., and on Tuesday from 9 a.m. until time of Rosary.

Merven Garett Bowman

YELLOW PINE — Merven Garett Bowman, 72, of Yellow Pine, died on Saturday, Oct. 1, 1983, in St. Lukes Hospital following a valiant struggle against cancer. No funeral services will be held. Cremation is under the direction of the Alden-Waggoner Chapel, Boise.

He is survived by his wife, Evelyn of Yellow Pine; two daughters, Billie Lorrae James of Osburn, Idaho, and Connie June Young of Kaneohe, Hawaii; his mother, Mrs. Louise House who is 97 years of age; two sisters, Mrs. Alice Tarleton of Boise and Mrs. Emil Stunz of Nyssa, Ore.; a brother, Dr. Bill C. Bowman of Boise; six grandchildren; and 10 great-grandchildren.

The family wishes to express their deep appreciation for the many cards, letters and words of sympathy extended to them.

Memorials may be given to the Mountain States Tumor Institute, Boise.

A. Roland Kuhn

NAMPA — Funeral services for Alvin Roland Kuhn, 70, of 703 8th Ave. S., Nampa, who died on Saturday, Oct. 1, 1983, at a Nampa hospital, will be conducted at 2 p.m. on Wednesday, Oct. 5, at the Nampa Stake Center, 143 Central Canyon St., with Bishop Roger Kotter, Bishop of the Nampa Eighth Ward Church of Jesus Christ of Latter Day Saints, officiating. Interment will follow in the Hillcrest Memorial Gardens. Services and interment are under the direction of the Alsip Funeral Chapel.

Mr. Kuhn was born on March 2, 1913, at Neligh, Neb., a son of Jesse Emmett and Esther Lestella Kuhn. He was reared and educated in Neligh and after his schooling, he started farming. He later moved to Lyman, Wyo., where he continued farming. He married Gladys A. Erickson on Oct. 14, 1940, in Salt Lake City. Their marriage was later solemnized on March 2, 1973, at the Ogden, Utah LDS Temple. They then moved to Hagerman, Idaho, where he farmed and ranched. In 1956, he went to work for the Fuller Brush Company and sold in the McCall area. In August of 1956, he moved his family to Nampa where they had since made their home. Mr. Kuhn was a salesman for Fuller Brush in Nampa, Caldwell, Grandview, Meridian, Kuna, Melba and Boise. At the time of his death, he was self-employed in sales of Fuller Brush and the Watkins Line.

He was a member of the Nampa Eight Ward LDS Church, where he had been High Priest Secretary.

Idaho Statesmen, Boise, ID

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Death and burial, cremation, obituary reports, costs, grief vs. relief, funeral flowers.

STEP 2

NEW LEARNING

Listening Vocabulary: *interment, solemnized, rosary, survivors, valiant, landmark, cremation, obituary.*

Tutor/Student Activities:

1. Read each obituary to the student, stressing the common information: *who, what, where, when.*
2. Discuss funeral arrangements: services, memorial gifts, burial, cremation.
3. Talk with the student about funeral customs in his/her family.
4.

Additional Activities: (T/S)

1. Locate deaths/obituaries in the newspaper.
2. Locate a funeral director's advertising in the paper.

STEP 3

APPLIED: Independent Student Activities:

1. Telephone a funeral director advertising in the newspaper and ask him what the charges are for a cemetary site.
2. Are deaths always unhappy times? Write a paragraph about your feelings about death.

EXPANSION TOPICS for future lessons: Burial vs. cremation, funeral rites in other countries, expenses of funerals, memorial societies.

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Appendix

Tutoring Approaches and Techniques

Reprinted from TUTOR-Techniques Used in the Teaching of Reading (LVA, 1980)

LANGUAGE EXPERIENCE
(Experience Story)

A. Identify an experience by conversation.

1. Tutor encourages the students to tell an experience which could be personal, descriptive or fantasy.

B. Record the student's words exactly as spoken.

2. Tutor writes the student's words in manuscript, making a carbon copy.

C. Read the story.

3. Tutor reads the story, pointing to words.
4. Tutor/the student, reads one sentence, pointing to words.

D. Select and utilize target words for instruction.

5. Tutor/student pick out meaningful words.
6. Tutor writes these words on cards.
7. Student matches cards to story, reading them.
8. Mixes cards, having student read words on cards.

E. Review and adapt in a variety of ways.

9. Student rereads the story.
10. Tutor selects words for teaching Patterns or Phonics as soon as the student understands those techniques.
11. Tutor files the word cards for future use.
12. Tutor gives student the story and cards to take home and practice.
13. Tutor keeps a copy for typing or rewriting.

SIGHT WORDS

1. Select words to teach as sight words.
2. Present each word in a sentence orally or written.
3. Write each word in manuscript on a small card.
4. Pick one word to be learned, and teach that word by telling the student the word, having him look at it and say the word aloud. Use special techniques if necessary.
5. If all goes well, go on to the next word.
6. Shuffle and practice the word cards.
7. File known word cards.

WORD PATTERNS

1. Tutor writes the first word in pattern: sat
   Then under it vertically: mat
2. Tutor: "If *s-a-t* is *sat*, what is *m-a-t*?"
3. If student responds correctly, add more words in pattern.
4. If student gives no response or wrong response, review possible elements of difficulty.
   a. He may not know the sound of *m*.
   b. He may not know the sound of the letter cluster *at*.

PHONICS (CONSONANTS)

(Initial Consonant Introduction)

(s, f, m, r, l, n, j, v, z, h, w, y)

1. Identify letter.

   "This is an *s*. What is the name of this letter?"

2. Listen to beginning sound.

   "Listen for the sound of *s* at the beginning of these words and repeat the words after me — *sun, sink, socks.*"

3. Pick a key word.*

   "Which of these *s* words — *sun, sink, socks,* do you want as your key word to help you remember the sound of *s*?" (student selects *sun*)

   "*Sun* is your key word to help you remember the sound of *s*."

4. Produce beginning sound.

   "Think of the beginning sound in *sun*. Now let just the first sound come out. (student — /sss/) Yes, /sss/ is the sound of *s*. Again, (student — /sss/)

5. Recognize sound in other words.

   "Here are some words. Listen. Do they start with the *s* sound?
   sausage (yes)
   forest (no)
   Monday (no)
   salad (yes)
   summer (yes)

6. Put sound at end of words.

   "Now, let's move this sound to the end of the word. Listen to the last sound in these words, and repeat the words -
   gas (gas)
   kiss (kiss)
   bass (bass)

7. Produce ending sound.

   "What is the last sound in these words?" (/sss/)

8. Review

   "What is the name of this letter?" (*s*)
   "What is your key word?" (sun)
   "What is the sound of *s*?" (/sss/)

9. Write letter.

   "Will you write an *s* right here?"

PHONICS (CONSONANTS)

(Final Consonant Introduction)

(t, p, d, g, c, k, b, x)

1. Identify letter:

   "This is a *t*. What is the name of this letter? (*t*)

2. Listen to the ending sound.

   "Listen for the sound of *t* at the end of these words and repeat the words after me — *boat, foot, light.*"

3. Produce ending sound.

   "Think of the ending sound in *boat*. Now just let the last sound come out. (Student — /ttt/) Yes, /ttt/ is the sound of *t*.

4. Listen to the beginning (or initial) sound.

   "Now, let's move the sound of *t* to the beginning of these words and repeat them — *telephone, towel, table.*

5. Pick a key word.*

   "Which of these *t* words — *telephone, towel, table,* do you want as your key word to help you remember the sound of *t*? (Student selects *table*)

   "*Table* is your key word to help you remember the sound of *t*."

6. Produce beginning sound.

   "Think of the beginning sound in *table*. Now let just the first sound come out. (Student — /ttt/ Yes, /ttt/ is the sound of *t*. Again. (Student — /ttt/)

7. Recognize sound in other words.

   "Here are some words. Listen. Do these words start with the *t* sound?
   tiger (yes)
   number (no)
   Tuesday (yes)
   donkey (no)
   tomato (yes)

8. Review

   "What is the name of this letter? (Student — *t*) What is your key word? (Student — table) What is the sound of *t*? (Student — /ttt/)

9. Write letter

   "Will you write a *t* right here?"
   (Student writes a *t*).

APL GOAL:

EXPERIENTIAL:

Discuss and relate to student's experience:

NEW LEARNING:

Listening Vocabulary:

Tutor/Student Activities:

APPLIED: Independent Student Activities (addressed to student)

EXPANSION TOPICS FOR FUTURE LESSONS: